

B 4/27  
Say 1

## NEW JERSEY DEPARTMENT OF EDUCATION

NGO#: 11-SG03-H02 Title: School Improvement Grant

Number 6


SECTION II, PART A:		Internal use only	School Code	Type	Region	Sequence
School Name						
School 6						
School Address						
37 Carroll Street						
School City, State, Zip						
Waterson, NJ 07501						
Grade Span of School						
K-8						
		Cora Quince	973-321-0060			
		School Principal Name		Phone #		
		TBD				
		School Program Director Name				
		(973) 321-0061				
		School Program Director Telephone				
		(973) 321-0067				
		School Program Director Fax/email				

Duration of the Year 1 project: 9/1/11 to 8/31/12

\_\_\_\_\_  
Certification of Chief School Administrator

April 18, 2011  
Date

the school application has been duly authorized by the governing body of the Paterson Public Schools  
 school district (county code 3 1, District Code 4 0 1 0, School Code 100).

  
Signature of Chief School Administrator

State District Superintendent  
Title

April 20, 2011  
Date

Business Manager: Dave Rinderknecht

Phone: 973) 321-0701

Fax: (973) 321-0899

100-17226 P. 2

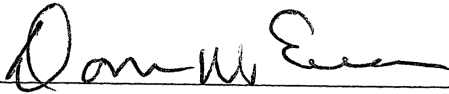
Form S-2

**SCHOOL STATEMENT OF ASSURANCES**

**On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:**

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Paterson Public Schools  
Applicant LEA

  
Signature: *Chief School Administrator*

School 6  
Applicant School

April 18, 2011  
Date



## Form S-3

### Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant school prior to any award being made.

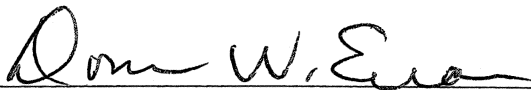
#### **Part I – Applicant Organization**

Organizational Name of Applicant	<u>Paterson Public Schools</u>
Address	<u>90 Delaware Avenue, Paterson, NJ</u>
DUNS number	<u>079305892</u>
Expiration Date of CCR registration	<u>12/22/2011</u>
Congressional District	<u>NJ-008</u>

#### **Part II – Primary Place of Performance under this award**

City	<u>Paterson</u>
County	<u>Passaic</u>

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at [www.ccr.gov](http://www.ccr.gov), and shall maintain a current registration throughout the grant period.*



*Signature of Chief School Administrator*

Donnie W. Evans, Ed.D., State District Superintendent  
*Name and Title*

## Form S-4

Date: April 20, 2011

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### PROJECT ABSTRACT

LEA : Paterson Public Schools

Name of School: School 6

<b>Mission</b>	To be determined by new principal in collaboration with stakeholder groups.
<b>Vision</b>	To be determined by new principal in collaboration with stakeholder groups.
<b>Project Implementation Summary</b>	<ul style="list-style-type: none"><li>• Focus on core curriculum subjects, with an <b>emphasis on literacy</b></li><li>• <b>New leadership</b> will signal a “new day” for School 6</li><li>• <b>New governance structure</b> in collaboration with local institutions of higher education, community and faith-based organizations</li><li>• Change in school leadership will foster a more <b>positive and supportive culture</b> in the building with students, teachers and parents</li><li>• Relocate/remove themed arts academy from School 6 facility</li><li>• Institute a focus on literacy and 21<sup>st</sup> Century Learning and Leadership</li><li>• Emphasis on peer mentoring strategies</li><li>• Extend school year at School 6 by <b>300 instructional hours</b> by instituting programs that enrich student academics and improve student performance across all grade levels and proficiencies; It is recommended that year-long schooling, including summer school</li><li>• Conduct <b>academic enrichment</b> activities that extend the learning time of every student across grade and proficiency levels</li><li>• Significant <b>staffing changes within 50% ratio</b> (teaching and non-teaching)</li><li>• Emphasis placed on a need for <b>stronger discipline policies and procedures</b>, and the use of a behavior modification program</li><li>• Grade level meetings and cluster meetings will provide teachers with collaborative atmosphere; Grade clusters lend themselves naturally for the creation of <b>professional learning communities</b> SIG focus must be on PD and teacher capacity; SIG-funded PD to occur in classrooms</li><li>• PD providers will be screened for experience working with districts with similar demographics and challenges; teacher feedback about PD providers to constitute key factor in determining whether to continue/renew contracts with external providers</li></ul>

## Form S-5

Date: March 29, 2011

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### REPORTING METRICS

LEA : Paterson Public Schools

Name of School: School 6

Metric		2010-2011 Data																																																		
School Data																																																				
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	Turnaround	Middle Language - Year 5 Middle Math - Year 4 Elementary Language- Year 1 Elementary Math -Year 1																																																		
AYP status		Missed: Elementary Math & Language Missed: Middle School Math Met: Middle School Language																																																		
Which AYP targets the school met and missed																																																				
School improvement status	Year 5																																																			
Number of minutes within the school year	72,000																																																			
Student Outcome/Academic Outcome Data																																																				
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	See attachment																																																			
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	<table><tr><th>Subgroup</th><th colspan="2">Math</th><th colspan="2">Language</th></tr><tr><th></th><th>ELEM</th><th>MIDDLE</th><th>ELEM</th><th>MIDDLE</th></tr><tr><td>TOTAL</td><td>97.8%</td><td>99.2%</td><td>96.7%</td><td>99.2%</td></tr><tr><td>WHITE</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>AFRICAN/AMERICAN</td><td>98.7%</td><td>99.5%</td><td>96.1%</td><td>99%</td></tr><tr><td>HISPANIC</td><td>93.5%</td><td>98.3%</td><td>100%</td><td>100%</td></tr><tr><td>ASIAN</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>SPECIAL EDUCATIO</td><td>96.6%</td><td>98%</td><td>100%</td><td>96%</td></tr><tr><td>LEP</td><td>85.7%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>ED</td><td>98.1%</td><td>99.1%</td><td>97.5%</td><td>99.1%</td></tr></table>		Subgroup	Math		Language			ELEM	MIDDLE	ELEM	MIDDLE	TOTAL	97.8%	99.2%	96.7%	99.2%	WHITE	100%	100%	100%	100%	AFRICAN/AMERICAN	98.7%	99.5%	96.1%	99%	HISPANIC	93.5%	98.3%	100%	100%	ASIAN	100%	100%	100%	100%	SPECIAL EDUCATIO	96.6%	98%	100%	96%	LEP	85.7%	100%	100%	100%	ED	98.1%	99.1%	97.5%	99.1%
Subgroup	Math		Language																																																	
	ELEM	MIDDLE	ELEM	MIDDLE																																																
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ED	98.1%	99.1%	97.5%	99.1%																																																
	2010 AYP DATA																																																			
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	See attachment																																																			
Percentage of limited English proficient students who attain English language proficiency	4%																																																			
Graduation rate	N/A																																																			
Dropout rate	N/A																																																			

## Form S-5

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### REPORTING METRICS

LEA : Paterson Public Schools

Name of School: School 6

Metric		2010-2011 Data	
Student attendance rate		90.7%	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes		N/A	
College enrollment rates		N/A	
<b>Student Connection and School Climate</b>			
Discipline incidents		23%	
Truants		N/A	
<b>Talent</b>			
Distribution of teachers by performance level on LEA's teacher evaluation system			
Teacher attendance rate		94.1%	

# Form S-6

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## STATEMENT OF NEED

LEA: Paterson Public Schools

Name of School: School No. 6

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement																														
Academic Achievement – Reading	Scholastic Reading Inventory (SRI); State Assessment (NJASK); School Benchmarks Assessments - Performance Matters; Running Records; Success Maker; DIBELS; Developmental Reading Assessment (DRA); Learnia; Terranova Testing; NJCCCS	<p>(1) <b>Overall Results.</b> The following is a comparative table of the “Means Score” for 2010 NJASK in Reading:</p> <table><tr><th colspan="5">School 6 Reading Scores – NJASK</th></tr><tr><th></th><th>Total Points</th><th>Proficiency Score</th><th>District</th><th>State</th></tr><tr><td>NJASK 5</td><td>42.0</td><td>25.2</td><td>20.5</td><td>25.3</td></tr><tr><td>NJASK 6</td><td>52.0</td><td>30.8</td><td>25.5</td><td>32.7</td></tr><tr><td>NJASK 7</td><td>52.0</td><td>29.2</td><td>25.6</td><td>32.3</td></tr><tr><td>NJASK 8</td><td>52.0</td><td>24.7</td><td>25.7</td><td>33.1</td></tr></table> <p>The average score for the NJASK Reading component for general education students in grades 3-7 fall eight points below the proficiency score, signifying a need for reading enrichment. These NJASK results indicate that School 6 students fall well short of meeting acceptable proficiency levels for reading and reading comprehension, which impact their performance in every other subject. The average score for the school overall is consistently three points less than the average score of the entire District, which also falls below the proficiency threshold. Based on these scores, it is evident that students at School 6 need to receive a more aggressive reading curriculum to prevent further lapses in reading levels and to areas where additional attention is required.</p> <p>DIBELS results from School 6 show students’ mastery of early literacy skills (i.e. phonics and phonemic awareness) to be below the district average. This is consistent with School 6’s Running Records data which shows only 23% of students in grades K-2 reading on grade level. As students progress through third to eighth grade, reading abilities remain low with over 60% of students reading at a basic or below basic level according to SRI (Scholastic Reading Inventory) data. This includes a gap of at least two years between students’ functioning reading level and their current grade level.</p>	School 6 Reading Scores – NJASK						Total Points	Proficiency Score	District	State	NJASK 5	42.0	25.2	20.5	25.3	NJASK 6	52.0	30.8	25.5	32.7	NJASK 7	52.0	29.2	25.6	32.3	NJASK 8	52.0	24.7	25.7	33.1
School 6 Reading Scores – NJASK																																
	Total Points	Proficiency Score	District	State																												
NJASK 5	42.0	25.2	20.5	25.3																												
NJASK 6	52.0	30.8	25.5	32.7																												
NJASK 7	52.0	29.2	25.6	32.3																												
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## STATEMENT OF NEED

LEA: Paterson Public Schools

Name of School: School No. 6

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement																																																				
		<p>The following table demonstrates the percentage of School 6 students by grade and subgroup who scored partially proficient for two consecutive years on the Language Arts portion of the 2009 and 2010 NJASK exam:</p> <table><tr><th colspan="8">2009-2010 NJASK - Language Arts – Percentage of Partial Proficiency by Subgroup</th></tr><tr><th>Total Students</th><th>Students with Disabilities</th><th>Limited English Proficient Students</th><th>White</th><th>African-American</th><th>Asian/Pacific Islander</th><th>American Indian/ Native American</th><th>Hispanic Economically Disadvantaged</th></tr><tr><td>Grade 5</td><td>57%</td><td>78%</td><td>0%</td><td>60%</td><td>-</td><td>-</td><td>45%</td><td>56%</td></tr><tr><td>Grade 6</td><td>73%</td><td>78%</td><td>50%</td><td>85%</td><td>-</td><td>-</td><td>41%</td><td>73%</td></tr><tr><td>Grade 7</td><td>74%</td><td>93%</td><td>67%</td><td>77%</td><td>-</td><td>-</td><td>63%</td><td>77%</td></tr><tr><td>Grade 8</td><td>60%</td><td>92%</td><td>50%</td><td>63%</td><td>-</td><td>-</td><td>56%</td><td>63%</td></tr></table> <p><b>(2) Root Cause of Lack of Achievement.</b> School 6 students consistently fail to reach reading proficiency due to the lack of resources applied in the classroom and through supportive academic instruction methods. This lack of student achievement can be attributed to the lack of a structured Reading Program and poorly aligned curriculum materials. According to parent surveys, “the curriculum is only as effective as the teacher using it.” From the parents’ perspective, the most successful teachers at School 6 creatively tailor the curriculum to engage their students. The least successful teachers often struggle to employ this method and rely heavily on inappropriate instructional material. As a result, teachers have a difficult time engaging students which inevitably results in behavioral problems and difficulties faced by students with following each lesson.</p> <p>In addition to this, effective instruction is not present from grade to grade to allow students to move on with proficiency of the subject matter. Rather, students are promoted to the next grade without having fundamental knowledge and understanding of the reading material from their prior grade level. This is evident through an analysis of SRI data for School 6. School 6 had more than half of their fourth graders testing below a second grade</p>	2009-2010 NJASK - Language Arts – Percentage of Partial Proficiency by Subgroup								Total Students	Students with Disabilities	Limited English Proficient Students	White	African-American	Asian/Pacific Islander	American Indian/ Native American	Hispanic Economically Disadvantaged	Grade 5	57%	78%	0%	60%	-	-	45%	56%	Grade 6	73%	78%	50%	85%	-	-	41%	73%	Grade 7	74%	93%	67%	77%	-	-	63%	77%	Grade 8	60%	92%	50%	63%	-	-	56%	63%
2009-2010 NJASK - Language Arts – Percentage of Partial Proficiency by Subgroup																																																						
Total Students	Students with Disabilities	Limited English Proficient Students	White	African-American	Asian/Pacific Islander	American Indian/ Native American	Hispanic Economically Disadvantaged																																															
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## STATEMENT OF NEED

LEA: Paterson Public Schools

Name of School: School No. 6

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement																														
Academic Achievement - Writing	NJASK; School Benchmarks; DIEBELS; NJCCCS	<p>level (below basic level). By eighth grade, 44 percent of students were functioning at a below a third grade level (basic level), which indicates the achievement gap significantly widens over time. The non-existence of a structured Intervention System is also a root cause of lack of achievement as teachers are unable to perform early identification of students who require additional help.</p> <p><b>(1) Overall Results.</b> Below are the 2010 NJASK scores for writing at School 6:</p> <table><tr><th colspan="5">School 6 Writing Scores – NJASK</th></tr><tr><th></th><th>Total Points</th><th>Proficiency Score</th><th>District</th><th>State</th></tr><tr><td><b>NJASK 5</b></td><td>20.0</td><td>11.8</td><td>10.6</td><td>12.0</td></tr><tr><td><b>NJASK 6</b></td><td>18.0</td><td>9.2</td><td>8.4</td><td>9.7</td></tr><tr><td><b>NJASK 7</b></td><td>18.0</td><td>9.8</td><td>9.1</td><td>10.4</td></tr><tr><td><b>NJASK 8</b></td><td>18.0</td><td>9.3</td><td>9.4</td><td>10.7</td></tr></table> <p>The average score for the NJASK Writing component for students in grades 3-7 fall three points below the proficiency score and approximately two points below the District mean. Like the average scores for the Reading component, the average school and district scores fall below the proficiency threshold. These scores convey that School 6 students possess an inability to effectively write creatively or descriptively.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> The deficiency illustrated by this data indicates a lack of emphasis on spelling, grammar, and sentence structure in classroom instruction. There is also a need for an increase in writing exercises and peer review in the classroom. School 6 students consistently fail to reach writing proficiency due to the lack of resources applied in the classroom and through supportive academic instruction methods. Limited staff training and availability of support services for students is a direct cause for the lack of achievement among this population. A lack of extended learning opportunities prevents teachers from having sufficient time to address the specific needs of each student. It also decreases the amount of instructional time that is needed to bring lagging</p>	School 6 Writing Scores – NJASK						Total Points	Proficiency Score	District	State	<b>NJASK 5</b>	20.0	11.8	10.6	12.0	<b>NJASK 6</b>	18.0	9.2	8.4	9.7	<b>NJASK 7</b>	18.0	9.8	9.1	10.4	<b>NJASK 8</b>	18.0	9.3	9.4	10.7
School 6 Writing Scores – NJASK																																
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## STATEMENT OF NEED

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Name of School: School No. 6

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement																																																																						
Academic Achievement - Mathematics	Scholastic Reading Inventory; State Assessment (NJASK); School Benchmarks - Performance Matters; Successmaker; Envision Math program; NJCCCS	<p>students up to proficiency.</p> <p>In addition to this, there is a definite lack of a structured writing program. Teachers have not been following the recommended intervention structure within the district for students who are falling behind.</p> <p>The average score for the NJASK Mathematics component for students in grades 3-7 falls at least ten points below the proficiency and the District mean.</p> <table><tr><th colspan="5">2010 NJASK - Math</th></tr><tr><th></th><th></th><th>School 6</th><th>District</th><th>State</th></tr><tr><td>NJASK 3</td><td>2009-2010</td><td>17.5</td><td>39.1</td><td>41.1</td></tr><tr><td></td><td>2008-2009</td><td>27.7</td><td>37.3</td><td>43.4</td></tr><tr><td>NJASK 4</td><td>2009-2010</td><td>14.6</td><td>39.9</td><td>42.3</td></tr><tr><td></td><td>2008-2009</td><td>41.3</td><td>41.1</td><td>45.5</td></tr><tr><td>NJASK 5</td><td>2009-2010</td><td>14.1</td><td>38.0</td><td>42.1</td></tr><tr><td></td><td>2008-2009</td><td>30.2</td><td>39.7</td><td>45.4</td></tr><tr><td>NJASK 6</td><td>2009-2010</td><td>21.1</td><td>36.6</td><td>48.5</td></tr><tr><td></td><td>2008-2009</td><td>30.8</td><td>35.5</td><td>45.7</td></tr><tr><td>NJASK 7</td><td>2009-2010</td><td>15.4</td><td>26.2</td><td>40.1</td></tr><tr><td></td><td>2008-2009</td><td>23.4</td><td>31.6</td><td>42.9</td></tr><tr><td>NJASK 8</td><td>2009-2010</td><td>24.6</td><td>32.9</td><td>39.7</td></tr><tr><td></td><td>2008-2009</td><td>24.1</td><td>34.6</td><td>42.0</td></tr></table> <p>Also, in reviewing the proficiency level by percentage, School 6 shows a dramatic decline in math performance in every grade except the eighth. The percentage proficient in the fifth grade, for instance, dropped by more than half over the course of one year, signifying the need for dramatic changes to math instruction at School 6. Because of</p>	2010 NJASK - Math							School 6	District	State	NJASK 3	2009-2010	17.5	39.1	41.1		2008-2009	27.7	37.3	43.4	NJASK 4	2009-2010	14.6	39.9	42.3		2008-2009	41.3	41.1	45.5	NJASK 5	2009-2010	14.1	38.0	42.1		2008-2009	30.2	39.7	45.4	NJASK 6	2009-2010	21.1	36.6	48.5		2008-2009	30.8	35.5	45.7	NJASK 7	2009-2010	15.4	26.2	40.1		2008-2009	23.4	31.6	42.9	NJASK 8	2009-2010	24.6	32.9	39.7		2008-2009	24.1	34.6	42.0
2010 NJASK - Math																																																																								
		School 6	District	State																																																																				
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## STATEMENT OF NEED

LEA: Paterson Public Schools

Name of School: School No. 6

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement																																																				
		<p>this striking descent in scoring, it is evident that the lack of academic achievement in mathematics is isolated to this school and is not necessarily attributable to the district overall.</p> <p>EnVision Math has recently been implemented at School 6. Ongoing training is being offered by the District at the school level through the coach and also through representatives from the vendor. To date, only 3 school personnel have completed the training course.</p> <p>The following table demonstrates the percentage of School 6 students by grade and subgroup who scored partially proficient for two consecutive years on the Mathematics portion of the 2009 and 2010 NJASK exam:</p> <table><tr><th colspan="8">2009-2010 NJASK - Mathematics – Percentage of Partial Proficiency by Subgroup</th></tr><tr><th>Total Students</th><th>Students with Disabilities</th><th>Limited English Proficient Students</th><th>White</th><th>African-American</th><th>Asian/Pacific Islander</th><th>American Indian/Native American</th><th>Hispanic Economically Disadvantaged</th></tr><tr><td>Grade 5</td><td>48%</td><td>100%</td><td>100%</td><td>-</td><td>47%</td><td>-</td><td>55%</td><td>48%</td></tr><tr><td>Grade 6</td><td>54%</td><td>44%</td><td>33%</td><td>-</td><td>65%</td><td>-</td><td>24%</td><td>54%</td></tr><tr><td>Grade 7</td><td>58%</td><td>69%</td><td>67%</td><td>50%</td><td>65%</td><td>-</td><td>63%</td><td>61%</td></tr><tr><td>Grade 8</td><td>56%</td><td>75%</td><td>25%</td><td>-</td><td>61%</td><td>-</td><td>38%</td><td>57%</td></tr></table>	2009-2010 NJASK - Mathematics – Percentage of Partial Proficiency by Subgroup								Total Students	Students with Disabilities	Limited English Proficient Students	White	African-American	Asian/Pacific Islander	American Indian/Native American	Hispanic Economically Disadvantaged	Grade 5	48%	100%	100%	-	47%	-	55%	48%	Grade 6	54%	44%	33%	-	65%	-	24%	54%	Grade 7	58%	69%	67%	50%	65%	-	63%	61%	Grade 8	56%	75%	25%	-	61%	-	38%	57%
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Parent Involvement	Parent/Community Focus Groups;	<p>(1) <b>Overall Results.</b> Given the lack of quantitative data available to assess parental involvement, the assessment of parental involvement was developed primarily through qualitative research methods during the needs assessment process, including parent surveys, teacher focus groups, and community meetings. Through the needs assessment</p> <p>(2) <b>Root Cause of Lack of Achievement.</b> The students in School 6 are lacking the basic skills and do not retain any previous knowledge of the subject from their previous grade level. The pacing guides that the students are supposed to use for enrichment seem to be too extensive contributing to the lack of mastery in skill. These guides are supposed to help students comprehend material at a steady pace but instead they rush the process and do not allow sufficient time for the students to learn.</p>																																																				

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
	<p>Parent surveys; Home School Council; Data maintained by the Office of Family &amp; Community Engagement; Teacher Focus Groups</p>	<p>process, results clearly showed that there is currently little to no parental involvement with School 6. Teachers claim that there is minimal parental involvement, with slightly more involvement with students in the lower grades than the upper grades. Teachers also claim that parents are only willing to come to meet with them if it is regarding a disciplinary issue not an academic issue. This lack of communication between parents and teachers puts students in the middle of an uncomfortable situation that has negatively affected their schoolwork and overall morale.</p> <p>Parents claim to have significant difficulty communicating with the current principal; who is often unavailable and unresponsive to their needs. Additionally, parents face barriers caused by District and School policies, which further inhibit the active participation of parents and family. For instance, school leadership informed parents that a new system would be implemented in which parents and other volunteers that entered the school would have to be fingerprinted at a cost of \$75.00. According to parents, this policy was never fully explained, nor was parents given assistance cover the costs associated with volunteering. As a result, even the most actively involved parents reduced or ceased their efforts to participate in events or activities at the school. As a result, the relationship between parents and the principal has become increasingly strained and the lack of parental involvement in the school has proven to be detrimental to their students' morale as well as the community's attitude toward the school.</p> <p>The overall results of the parent surveys expressed the notion that there is an overall lack of respect between and among School Leadership, staff members, students, and parents and that this has been caused by an inconsistency in disciplinary policies and a perceived lack of empathy and support from School Leadership. Parents feel that policies and procedures are not consistently followed or enforced, resulting in a crisis of faith in the fairness and competency of the school's existing leadership.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> Research shows that parents who participate in their child's education have children that perform better on testing and/or have higher grades (Epstein, 1997). Parent involvement has been shown to be an important variable that positively influences children's education. An increasing amount of schools are observing the importance and are encouraging families to become more involved. The level of parental involvement also impacts students' daily attendance, student behavior, and overall student motivation. Currently, School 6 experiences on average 681 student absences and 131 late student arrivals a month, which disrupts the</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>continuity of student learning. From September 2010 through February 2011, the school has issued student suspensions 363 times, as a result of poor student behavior and general lack of a sense of discipline in the overall school environment.</p> <p>To improve parent and family involvement moving forward, parents proposed the school offer classes that focus on ESL, reading skills, and computer skills for them to take on nights and weekends. Parents indicated through surveys and focus groups that these classes will increase their ability to help their children with homework, academic goal-setting, and other academic activities.</p>
Professional Development	School Professional Development Plan (2010-2011); Teacher Focus Groups; Staff Surveys; School Leadership Focus group	<p><b>(1) Overall Results.</b> The existing Professional Development Plan in place for School 6 was created in 2010 and modified to suit staff needs for 2011-2012. The modifications were conducted by the school's NCLB Team, who assessed the strengths and weaknesses of the existing plan in conjunction with the expressed professional development needs of staff. According to school leadership, the positive aspects of the plan were the following:</p> <ul style="list-style-type: none"> <li>• Programs gave immediate or specific solutions to teachers;</li> <li>• The program offered coaching;</li> <li>• Professor-in-residence provided staff with research-based strategies to implement; and</li> <li>• PD provided hands-on training for staff.</li> </ul> <p>Additionally, the school was able to utilize teacher specialists assigned to the art and music program at School 6 to facilitate common planning time for all staff once every 6 days. This time facilitated horizontal and vertical grade level meetings, which were focused on job-embedded professional development using the 9 principals of <i>Classroom Instruction that Works</i>.</p> <p>School leadership and district administrators claim teachers choose not to take advantage of the professional development opportunities because it is a "chore." Some teachers are consistently disrespectful with what the school provides them and do not take professional development seriously. However, teachers and other staff members have expressed quite the opposite view—that they are not supported by school leadership and that they have not been presented with substantial professional development opportunities. Teachers feel that district professional</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Extended Learning Opportunities	Unified Plan; Full Services Community Schools Plan; Student Surveys; Parents/Comm unity Meetings; Teacher focus groups; staff	<p>development sessions are inappropriate and impractical because they do not address any substantive issues that teachers face in the classroom. Teachers also expressed doubt in the capabilities of the instructional coaches claiming they are not knowledgeable on any particular subject and that they plan the professional development sessions but do not spend any time or effort building relationships with the teachers. There is little to no follow-up with the current professional development system to determine whether methods and techniques are being employed effectively, if at all.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> A root cause for the lack of achievement for School 6 is that teachers are inadequately trained and supported to perform the jobs effectively. According to the CAPA Report completed on November 29, 2010, more professional development is needed in many areas of instruction, including objective writing, academic rigor in class lessons, technology utilization, rubric use, differentiated instruction, and best practices. Each of these areas was identified in the 2010-2011 Professional Development Plan, but they were not effectively executed, which was reflected in the observations made during the CAPA visitation. Without a mastery of these skills, teachers will be insufficiently prepared to deliver effective lessons to a class of students with varying levels of proficiencies.</p> <p><b>(1) Overall Results.</b> In 2010-2011 School Year, the District instituted three (3) extended learning opportunities for grades 3-8. Students that graduate the 8<sup>th</sup> grade participate in a 21-day summer bridge program that introduce students to grade 9 material, with a concentration in Algebra and readability levels. Students from grades 1-8 also participate in a summer school program that focuses on thematic units and project-based learning. Finally, William Paterson University Summer Program, known as the 21<sup>st</sup> Century Academic Program, gives students in grades 6-8 enrichment courses, along with exposure to the college experience. Each of these opportunities was provided by the District and was open to all students, district-wide. Staff members stated that the school did not offer enough after-school programs for students to keep them occupied during these crucial hours.</p> <p>Through the needs assessment process, stakeholders revealed that instead of being provided extended learning opportunities, there was a significant loss of core curriculum instruction time (1,620 minutes) during months leading up to the NJASK due to prioritization of arts programming. Most students in School 6 are not actively engaged in</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
surveys;		<p>the school's arts academy, Academy of Performing Arts, but they are still expected to follow the same curriculum. As a result, student loses invaluable instructional time on core curriculum subjects. Even students who are well below proficiency level are encouraged to participate in arts program, despite it being counterproductive to the student's academic success. Little to no emphasis has been put on the much needed academic enrichment for the majority of students in grades 5-7 who are reading on or below a typical third grade level. Teachers would like the opportunity to use after-school hours to address these issues.</p> <p>Beyond the arts programming offered during the regular school day, there are currently a limited amount of programs specifically designed and implemented for School 6 students only. As one of the District's Title I Schools, School 6 provides income-eligible students with an NJASK academic enrichment program in an afterschool setting in order to assist students with increasing their proficiency in Language Arts and Math. All other extended learning opportunities center around music, dance and the arts. Therefore, the majority of student who attend School 6 do not participate in extended learning opportunities, despite the fact that 72 percent of students surveyed indicated that they wanted to see more activities afterschool in the school building.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> Students, parents and teachers cite the length of daily instruction as a direct cause for the school's lack of achievement. According to SRI data, 1 in 4 eighth graders at School 6 test below the basic reading level, indicating a gap of more than 5 years between their current grade level and their functioning reading level. Only 2 out of 75 8<sup>th</sup> graders and 8 out of 52 8<sup>th</sup> graders tested proficient on the District's Winter Benchmarks for Math. The lack of extended learning opportunities prevents teachers and school staff from having sufficient enough time to deliver instruction adequately enough to bring these students up to proficiency.</p>
Homeless	District Enrollment Information	<p><b>(1) Overall Results.</b> Currently, only 4 students at School 6 are classified as "homeless students". Paterson serves as a "sending" and "receiving" district, working with other local municipalities to and school districts to provide homeless students with adequate services to meet their educational needs. Paterson is currently served by three family homeless shelters, which enrolls homeless children to neighboring Paterson schools. None of these shelter facilities are located near School 6. Therefore, School 6 does not serve a significant number of homeless students from within or beyond the district.</p>



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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Students with Disabilities	State Assessment (NJASK); School Benchmarks Assessments - Performance Matters; Running Records	<p>(1) <b>Overall Results.</b> In 2009-2010, School 6 had 572 students enrolled, from grades 5-8, of which 11 percent were students with disabilities. In 2010-2011, the number of student with disabilities increased to 15 percent, despite School 6 experiencing a decline in overall student population. The average score for special education students in grades 3-7 who took the NJASK yielded scores that were twelve points below the “just proficient” score in Reading, six points below the “just proficient” score in Writing, and sixteen points below the “just proficient” score in Math. These scores fell significantly below the district’s average.</p> <p>To accommodate the needs of these students, School 6 operates 5 self-contained classrooms for grades 3-8, each comprised of 20 students, on average. These classrooms contain children with both mental and physical disabilities. For 2<sup>nd</sup> grade and lower, School 6 operates inclusionary classrooms, where 5 resource teachers work with general education teachers to provide for the needs of its students with disabilities.</p> <p>(2) <b>Root Cause of Lack of Achievement.</b> The root cause of these worsening test scores is the students’ lack of knowledge of basic skills due to teachers not having enough time to re-enforce and re-teach the material. The limited staff training and availability of support services for SPED students is a direct cause for the lack of achievement among this population. A lack of extended learning opportunities prevents teachers from having sufficient enough time address the specific needs of SPED students and adequately enough to bring these students up to proficiency. Likewise, School 6 lacks the on-site support services to address behavioral, mental, and physical issues that prevent some SPED students from learning. It is the goal of School 6’s leadership to bolster the availability of support services through the Full Service Community Schools program at School 6 in Fall 2011.</p>
English Language Learners	School Professional Development Plan (2010-2011)	<p>(1) <b>Overall Results.</b> Students who are English Language Learners and who took the NJASK scored significantly higher than the remainder general education and special education student populations at School 6 and at the district level. English Language Learners in grades 3-7 exceeded the average proficiency score for Writing and Reading. However, these students scored below the average proficiency score for the Mathematics portion. In comparison to the school-wide and district-wide results, English Language Learners at School 6 performed exceptionally well.</p>

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		<p><b>(2) Root Cause of Lack of Achievement.</b> These results show that the current program and curriculum for English Language Learners has been pretty successful, especially in the lower grade levels. The cause for the below proficient scores in Math alludes to a poorly structured curriculum and ineffective instruction. With English Language Learners, there is instructional emphasis on the areas of language arts, literacy, and oral comprehension. As a result, Math is less of a priority for these students.</p>
Economically Disadvantaged	State Assessment (NJASK); School Benchmarks Assessments - Performance Matters; Running Records	<p><b>(1) Overall Results.</b> School 6 is located in Paterson's 4<sup>th</sup> Ward serving students from a low-income neighborhood. The entire program is geared toward students from economically disadvantaged households and the small percentage of students that are from moderate-income households is so insignificant that their scores were not evaluated separately from the whole.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> Most students at School 6 come from economically disadvantaged homes and face hardships that carry over from their home life to their schoolwork. It is difficult for these students, many of whom do not get the proper nourishment and attention at home, to achieve academic success. As a result, teachers need to go above and beyond their normal instruction to properly serve these students and be more in tune with their particular needs.</p>
School Culture	Teacher Focus Groups; Staff Surveys; Student Surveys; Parent/Community Meeting; School Leadership focus group	<p><b>(1) Overall Results.</b> Since the assimilation of the Academy of Performing Arts (APA) into School 6, the student body and community as a whole has had a difficult time recognizing a school identity. This has caused a significant disconnect between the community and the school, and between the two student bodies operating in one building. School leadership claims that the community was disapproving of the merge from the start and that APA was never given a chance. Likewise, community members feel that the merge was forced upon them and that the district acted hastily without taking their thoughts and opinions into consideration.</p> <p>Another problem that stemmed from the merging of these two schools is that the current leader has put a greater emphasis on the Arts curriculum and less on academic achievement in the core subject areas. As a result, core subject teachers feel neglected and student test scores have worsened.</p> <p>Student survey results showed that students lack encouragement and incentive for academic achievement as it is not</p>

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		<p>highly valued in the school. Likewise, students do not strive to get good grades because they see that students who do are not respected by their peers nor commended by their superiors.</p> <p>A parent from one of the focus groups stated bluntly "this ain't no school, it's babysitting for big kids" indicating that staff and school leadership serve as mere supervisors to the students and put forth little to no effort to actually educate or mentor them.</p> <p>Staff members feel unsafe in the school building, even with security officers present, and would like to have additional police officers present. Teachers claim to be unfamiliar with the disciplinary policies, particularly in regards to suspension as it seems to be an overused consequence for misbehavior. However, this consequence is clearly ineffective as students continue to run rampant throughout the school making staff feel unsafe and insecure. Teachers cannot find it within themselves to want to be at the school if they do not feel safe or in control of their own classrooms. They get little help and no respect from school leadership and have basically given up on managing the students on their own.</p> <p>In addition to this, school leadership and school security do not have a functioning working relationship resulting in little to no communication between the two parties. Survey results suggest the need for security officers to be trained for issues and incidents that are specific to the school environment and for school leadership to have a larger role in directing and managing the roles and responsibilities of the security team.</p> <p>Similar to the security officers, cafeteria workers do not receive the support and respect of school leadership and other staff members at the school. As a result, they are incapable of maintaining order in the cafeteria while students exhibit unruly behavior and suffer no consequences. Again, school leadership is glaringly absent from this equation. Student disciplinary problems have gotten so bad, that they do not even feel safe in their school anymore. 48.6% of the students that were surveyed in grades 4-8 said that they do not feel safe in the hallways, bathrooms, and locker rooms at their school. Reports show within the last year that there have been instances of violence, gang activity, vandalism, and theft. According to the 2010-2011 Attendance Statistics Report, there is an average of 60 out-of-school suspensions per month at School 6. By February 2011, a total of 363 suspensions had been issued, most of which were repeat offenders.</p>



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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Leadership		<p><b>(1) Overall Results.</b> As previously mentioned, stakeholders expressed serious doubt in the abilities of the current school leader. District administrators, parents, staff, and students strongly feel that a change in leadership will be the first step in the right direction, setting a new tone and vision for the school.</p> <p>A major concern for stakeholders is the current leader's lack of visibility and availability. This has created a disturbance amongst parents and teachers who feel that communication with the principal should be relatively easy. As a result, they would like to see a new leader who exhibits pride in the school and has made himself/herself accessible to all interested parties.</p> <p>Parents were also disappointed in the Principal's lack of communication with students. They claim the principal would speak with students on trivial issues such as fashion choice, but would not take the time to meet with students and parents regarding specific disciplinary issues.</p> <p>Like most parents, staff members were also disapproving of the current school leader claiming that there was little to no leadership in the school and that everyone did whatever they wanted with no regiment or consequences in place. Staff also claimed that the Principal did not help them understand different job descriptions and responsibilities. As</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>a result, they have simply been figuring it out on their own and very few staff members have opted to go beyond what they assume is their responsibility.</p> <p>Teachers claim to have never been trained on what to do in the event of a fight or violent incident involving students and are told to simply let security officers handle it. However, there is no working relationship between teachers and security officers and both have little direction in regards to how to handle these issues when they arise. Reportedly, the principal is never present for these incidents and remains in her office. In addition to this, the Principal has not established any preventative measures for these types of incidents and often takes a more reactionary approach.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> Poor leadership has caused the school to fall into overall disarray. Teachers cannot perform their job adequately without the support of the Principal and until they feel like they are following a true leader, they will continue to falter. Likewise, students cannot receive the instruction and attention that they require from their teachers, if the teachers are incapable of fulfilling their responsibilities. The new SIG Principal will perform walk-throughs in classrooms and provide appropriate feedback to teachers. For instance, the principal needs to see that the teacher's lesson properly met the lesson's corresponding objective and if it did not, then he/she will need to address the issue with the particular teacher. School leadership has discouraged not encouraged parental involvement which has also been detrimental to student progress. It is evident that the root of the problem is the current school leader and replacing this person with a better qualified person can begin the process of turning the school around.</p>
Highly Qualified Staff	School Professional Development Plan (2010-2011)	<p><b>(1) Overall Results.</b> Upon review of the HQT Report for Public School No. 6, it was found that of the 43 total amount of teachers in the school, all but one are highly qualified in the grade level and/or content area that they deliver instruction in each day. There are 18 teachers who are elementary certified (either K-5 or K-8) teaching grades K-5. There are seven (7) Special Education teachers who possess Teacher of the Handicapped, and/or Students with Disabilities certificates teaching at the K-5 or K-8 level. There are three (3) Physical Education and Health certified teachers teaching Physical Education and/or health. The Interdisciplinary Coach possesses a K-8 certificate, the Academic Support Teacher possesses a K-8 certificate and the Computer Teacher possesses a K-8 Computer Science Technology certificate. In the middle school level, there are 8 teachers teaching specific content.</p>

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		<p>Of those, six (6) are highly qualified via the HOUSE matrix, one (1) is highly qualified by way of K-5 certification, and middle school content specific certification, and one (1) teacher is not certified in the subject she is teaching, which is Language Arts teaching with a Speech Arts/Drama certificate. Therefore, all but one teacher in School 6 meets the HQT status that is required under the Elementary and Secondary Act.</p> <p>Because of the merger of School 6 and APA, staff members claim to have lost a significant number of veteran teachers. Likewise, new teachers lack experience and do not know how to handle unruly students, especially those in lower grade levels. To solve this problem, every staff member in the school will be asked to re-apply for their positions for the beginning of the 2011-2012 school year. It will be the sole responsibility of the new principal to select qualified staff members that he or she feels will be a good fit for the new school model.</p> <p><b>(2) Root Cause of Lack of Achievement.</b> The main problem with the teaching staff at School 6 is their lack of experience and lack of support from school leadership. Teachers are getting the appropriate professional development and corresponding support from district supervisors. However, cultural attitudes at the school level prohibit teachers from properly applying the newly learned methods and techniques in the classroom. Although professional development is critical to their success, some teachers do not see professional development in Professional Learning Communities or take advantage of particular opportunities made available to them.</p> <p>As previously stated, the quality of instruction directly correlates to the level of students' academic achievement. The number of teachers that transfer in and out of School 6 contributes to the quality of their performance in the classroom.</p> <p>Teachers and school leadership have not performed the proper methods for identifying students who have been falling short of the required proficiency levels in the areas of Language Arts and Mathematics. Teachers have been failing to implement the practice of the recommended intervention system, in which they recognize the decline in student performance and take action to address this issue. In doing so, they adjust student's instruction methods as well as employ additional strategies with resource staff to provide the student with one on one support.</p>

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### Evaluation & Needs Assessment Summary

Describe the process and techniques used in the needs assessment.	<p>The needs assessment was performed by a third party professional to consult all stakeholders, collect and analysis data, and propose a corresponding action plan. Outsourcing the needs assessment process ensured that the process would remain objective and that stakeholder contributions to the process would be taken into consideration for recommendations for future plans of action.</p> <p>The needs assessment was conducted using both qualitative and quantitative data. Summative and formative data was collected for both the district and the school covering a period of at least 3 years (2008 through 2011). This information included the NJ State Report Card, NJASK scores, District benchmark assessments, school demographical information, and attendance reports. In addition to this, parents, staff and students completed individual surveys and participated in organized focus groups providing qualitative responses to questions regarding key topical areas of concern.</p> <p>Other support documentation was secured through the school and the District to provide clarity and context on the school's historical academic performance, current and future initiatives, professional development strategies, and school culture. These documents included past restructuring plans, School CAPA assessments, and corrective action plans that were designed to improve the school's performance.</p>
1. Describe methods used to collect and compile data for student subgroups.	<p>Three different sources of information were used to collect and compiled data for student subgroups: 1) NJASK test scores; 2) District benchmark assessments; and 3) Staff and teacher focus groups. NJASK scores were collected using the NJ School Report Card information available through the NJ DOE, which provides information by subgroup for each school.</p> <p>Test scores and benchmarks were recorded and analyzed for each student subgroup by grade level, general education or special education, and English language learners. These scores were compared to the district's and State's overall average scores. To determine the challenges that each subgroup faces, focus groups were held for teachers who work with the targeted subgroups. Teachers outlined the challenges that each subgroup faced and provided clarity on their overall academic performance.</p>
2.	
3. Explain how the data from the collection methods are valid and	<p>Data from the needs assessment is valid and reliable as it has been collected and analyzed by a third party</p>

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reliable.	<p>professional. Any prejudices or inconsistencies that district officials may have are completely absent from this evaluation. All stakeholders were given equal opportunity to voice opinions and concerns via survey, focus groups, and community meetings.</p> <p>Qualitative data was collected from database systems that are used by the District to report statistics to the State annually. These systems are those utilized to produce statistical information to NJ DOE for the Annual NJ School Report Card. Additionally, the NJ School Report Card for 2009 and 2010 were used as part of the analysis for this school.</p> <p>Qualitative data was also collected to preserve the validity and statistical significance of the information. Surveys were made available to parents and family members over a four-week period. Surveys were accessible to parents at the school's front office, through the school's parent organization, the Paterson Parent Resource Center, and personnel from the Department of Parent and Community Engagement located at the District's headquarters.</p> <p>In addition to parent surveys, teacher focus groups were held during the school hours to solicit open responses to a pre-determined set of questions. Two facilitators were present during all the focus groups in order to ensure that information shared was accurately recorded. Each teacher focus group was given the same set of questions in order to maximize the uniformity with answers. Each meeting was transcribed and all responses were immediately recorded to avoid the loss of clarity over time.</p> <p>One community meeting took place at School 6 and one that was scheduled for February 16<sup>th</sup> but was cancelled due to severe flooding which resulted in school closures for five days. Students, parents, neighborhood residents, and representatives from community organizations attending the initial meeting which focuses on the following topics: Expectation for Student Achievement, Teacher Performance Satisfaction, Parent/ Family Involvement; School Culture; and School Leadership Performance Satisfaction.</p> <p>Both quantitative and qualitative data collections were conducted using research-based methodologies to preserve their accuracy and validity. Only quantitative methods were used to determine root causes of student academic performance. Qualitative methods were utilized to further analyze and explain these findings.</p>
4. What did the data analysis reveal	The data analysis revealed that classroom instruction at School 6 is generally inadequate and entirely

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regarding classroom instruction?	inconsistent. Collected data shows the causal relationship between ineffective classroom management and ineffective classroom instruction. Teachers who cannot manage their students, because of behavioral problems or general disinterest in the material, cannot effectively teach the subject material.  Teachers claim to not have enough support to adequately differentiate instruction and adjust lesson plans to meet the needs of the school's student population. The existing relationship between teachers and the school's instructional coach lacks communication and mutual respect. Teachers see instructional coaches as an extension of the principal who does nothing more than rudely disrupts class without providing any substantial support or assistance.  The Principal and Vice Principal at School 6 have failed to properly evaluate and assess teacher performance. Had they been able to address key issues that teachers were facing in their classroom, they could have provided the necessary intervention and support services. Part of the new SIG program beginning in September 2011 will be the implementation of a new process for teacher evaluations. The district is working on implementing a new process for teacher evaluations based on a consistent rubric. This process will be created by district administrators but fully implemented by the SIG principals. The underlying goal is to establish an effective system that properly shows the correlation between classroom instruction and student improvement.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Teachers at School 6 expressed enjoyment for peer-to-peer training sessions and out of school training conferences. Professional development activities that they have participated in over the past year include workshops and training for the proposed after-school program. The data analysis revealed that there is a serious miscommunication between school leadership and the teaching staff. Both parties blame the other for the significant lack of professional development opportunities. Teachers who seek professional development are not getting it, and teachers who need professional development choose not to partake. Teachers who have participated in professional development have not been successful applying what they have learned to their actual classroom. There needs to be a new evaluation process in place for the principal and vice principal to track progress and clearly identify which methods work and which do not.
6. How are educationally at-risk students identified in a timely manner?	Educationally at-risk students are not identified in a timely manner which is precisely the reason why these students do not get the extra help they need to attain proficiency in Language Arts and Math. With a better system in place, teachers will be able to identify at-risk students before they fall so far behind



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	that it is most challenging for them to catch up. A perpetual problem with the entire district has been the advancement of students to the next grade level that have not reached proficiency in their prior grade level. Had at-risk students been properly identified, they would not be promoted to the next grade level and they would be recommended for remedial and other additional classes.
7. How are educationally at-risk students provided with effective assistance?	At-risk students have not been provided with effective assistance because they have not been properly identified by their teachers and therefore have not been given the opportunity for improvement.
8. How does the needs assessment address migrant student(s) needs?	The number of migrant students present in the Paterson Public Schools in general and in this school specifically is not statistically significant enough to have been properly addressed through the needs assessment process.
9. How does the needs assessment address homeless student(s) needs?	Homeless students were not surveyed as a separate sub-group because there are only four (4) students at School 6 that are considered homeless.
10. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers were informed that part of the needs assessment would include the analysis of test scores and other academic progress reports in addition to the results of parent and student surveys. Teachers were also asked to participate in focus groups where they voiced their opinions on overall school issues as well as specific classroom issues. Representatives of the teaching staff from each grade level will be asked to sit on the SIG Stakeholder Committee at the school level reaffirming their involvement with the decision-making process.
11. Describe the transition plan for preschool to kindergarten, if applicable.	The district currently implements a program where pre-k students are brought over by bus from Early Learning Center to the kindergarten classes two days per week to begin transition into kindergarten. The district plans to implement a transitional program with the new pre-k and current kindergarten classes at various schools. This program will be easier to run as students will not have to be transported from one location to another but can simply be chaperoned by their current pre-k instructors.
12. Describe the process used to select the priority problems and root causes for this plan?	The priority problems and root causes for this plan presented themselves pretty clearly throughout the needs assessment process. All stakeholder groups including teachers, parents, students, community members and district administrators identified a general lack of school leadership, lack of school identity, and lack of a consistent discipline policy to be the root causes of the school's overall dysfunction.

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13. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	<p>Through the needs assessment process, stakeholders revealed that there was a significant loss of core curriculum instruction time (1,620 minutes) during months leading up to the NJASK due to prioritization of arts programming. Most students in School 6 are not part of the Academy of Performing Arts (APA) and therefore should not be expected to follow the same curriculum.</p> <p>In addition to this, little to no emphasis has been put on the much needed academic enrichment for the majority of students in grades 5-7 who are reading on or below a typical third grade level.</p> <p>The current curriculum that teachers are supposed to use for Language Arts is based on the assumption that all students possess low-literacy skills. Even enrichment components are for students on that particular grade level so there is nothing to use for gifted and talented students. As a result, these students are not encouraged to excel and instead get bored with the material that is below their reading and writing capabilities.</p>
14. How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	<p>The needs assessment results led district administrators to decide that School 6 would be an excellent candidate for the Turnaround model as most problems and deficiencies could be attributed to the unsatisfactory performance of the school leadership. The district feels that School 6 has the potential to become an esteemed institution with a strong new leader who values academic achievement and has the capacity to select and train a qualified staff.</p>
15. What is the process for removal of staff members deemed to be ineffective?	<p>Every staff member in the school will be asked to re-apply for their positions for the beginning of the new school year and will be asked to fill out a "Petition for Consideration". It will be the sole responsibility of the new principal to review these petitions, interview all staff members that submitted them, and select qualified staff that he/she feels will be a good fit for the new school model. This process has been implemented as part of the Eastside High School restructuring and has been deemed successful.</p>
16. Describe the incentive for Nationally Board Certified Teachers and Principals.	<p>Not Applicable.</p>



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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

**Turnaround SIG Required Activity – 1:** Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

#### Implementation Guidance

Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	<p>The District has taken steps to identify behaviors that school leaders need to exhibit in order to improve classroom instruction and promote necessary school change. In doing so, the district is currently in the process of completing a new evaluation rubric that will define these required attributes and behaviors required of successful school leaders. The new SIG leader at School 6 will be able to empower and provide the necessary supports in the school environment to make substantial change to completely turn the school around while also garnering the support of parents and others in the local community. While the specific content for the rubric has not yet been defined, the following principles will serve as the basis of the new principal evaluation model:</p> <ol style="list-style-type: none"><li>1) Leadership: principal establishes a shared vision of success and leads the change to improve academic performance and school climate; Principal maximizes human potential and demonstrates other essential leadership skills</li><li>2) Instructional Program: principal maintains a comprehensive program of instruction and improves the quality of instruction; principal provides for effective assessment of instruction</li><li>3) Staff Development: principal strategically develops staff and facilitate individual growth; principal hires quality staff and effectively manages personnel and resources; principal exhibits effective time management skills and promotes a positive school culture; and</li><li>4) Professional Responsibilities: principal maintains positive relations with district</li></ol>	Summer 2011

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LEA: <u>Paterson Public Schools</u>	Name of School: <u>School 6</u>	
	<p>and community; and shows evidence of professional growth.</p> <p>Finally, SIG leadership must maintain direct and highly influential instructional leadership behaviors such as approachability, interactive classroom observation and/or visitation, and instructional leadership behaviors that firmly establish administrators as the “principal teachers” in their respective schools (Gentilucci, 2007).</p> <p>The expectation is that principals must be present and highly visible in the school building, must frequently, conduct thorough and consistent “walk-throughs” and must effectively provide teachers with practical and specific feedback on areas where a teacher must improve so that there is constant monitoring and improvement of instruction.</p>	
<p>2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>	<p>In response to the findings of the needs assessment, the District will remove the Academy of Performing Arts (APA) out of the School 6 facility and relocate the program to a more suitable location that will accommodate this small learning community.</p> <p>The district will select a new principal for School 6 based on that person’s ability to meet the aforementioned qualifications of a SIG Principal. The current principal at School 6 was brought in as part of the integration of the Academy of Performing Arts (APA) into the School 6 facility. This combination of the two, very different schools with the APA Principal serving as leader for both learning environments has proven to be unsuccessful. As a result, the District has decided that removing the current Principal is a necessary action for School 6 to successfully implement the SIG turnaround model.</p> <p>The new turnaround leader will need to serve as a strong disciplinarian, remain focused on improving proficiency levels in the core subject areas (particularly literacy and language arts), and will possess the ability to engage parents and the community in school activities.</p> <p>The District has created a SIG committee that will be responsible for interviewing and ultimately selecting the new principal for School 6. The committee will take into account the applicant’s past experience turning around other schools with similar issues to School 6.</p>	<p>Summer 2011</p>

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### TURNAROUND PROJECT DESCRIPTION

LEA: <u>Paterson Public Schools</u>	Name of School: <u>School 6</u>	
<p>3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.</p>	<p>The initial course of action for the new principal selected to lead School 6 will be to work with district officials to expand the mission and vision of the school and develop a new, creative, and effective school program that will improve the school's academic performance. The new program design selected for School 6 will concentrate heavily on improving student proficiency in Core Curriculum Standards and enhancing literacy among all students.</p> <p>The district's policy for SIG schools will allow the new principal full autonomy over staff selection and instructional reform.</p>	<p>Summer 2011</p>
<p>4. The LEA establishes a pipeline of potential turnaround leaders.</p>	<p>Paterson Public Schools is in the process of selecting a vendor to provide professional development and capacity building services to district personnel in order to improve school performance and facilitate the full integration of the N.J. Core Curriculum Content Standards ("NJCCCS") into the District curriculum. Per the Request for Qualifications (RFQ), the selected vendor will provide the following services to the District: 1) curriculum development; 2) curriculum rollout support; 3) assessment alignment and articulation; and 4) professional development to support curriculum implementation.</p> <p>A committee is in the process of determining which vendor will be awarded a contract to provide the aforementioned services. In order to fairly and thoroughly evaluate all proposals, each committee member completed a detailed score sheet and a narrative sheet for each proposal. Criteria include: general and detailed approach and plans, qualifications of the firm, qualifications of individuals proposed and cost. (Please see form L-8, LEA Commitment and Capacity, section D for further information on the screening of external providers.)</p> <p>Relative to SIG, the vendor(s) secured by the District will work directly with the leadership at all three (3) SIG schools and will support SIG principals with implementing their transformation and turnaround plans. This vendor will bring the District curriculum in line with the NJCCCS, and will provide curriculum rollout support for both principals and teachers with an identified focus on Special Education</p>	<p>Release RFQ for professional development, curriculum and capacity building services: February 2011</p> <p>Review responses to RFQ: March 2011</p> <p>Award a contract for aforementioned services: April 2011</p>

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	<p>and English Language Learners. In addition to providing support services to SIG principals and teachers, the District will utilize the vendor(s) to adequately train and prepare other principals throughout the district in order to build a pipeline of potential turnaround leaders for future school transformation efforts in other persistently low-achieving schools.</p> <p>The District will also require an intensive summer institute for all selected turnaround leaders, which will be implemented in July 2011. Through this program, principals will receive information about the goals, objectives and expected outcomes for their schools under SIG. Principals will be trained on effective practices for turnaround leaders, including best practices on evaluating instruction, using data to guide instruction and lesson plan development, engaging parents and community stakeholders, effective problem-solving, and building a positive school culture that instills a strong sense of academic achievement. Principals will evaluate the methods they review and will learn how to effectively implement these strategies in the context of their unique school environments.</p> <p>In order to retain selected SIG principals and establish a forum for school leaders to share ideas and resources, the District will institute the Effective Leadership Working Group in September 2011. This Working Group will be comprised of dynamic principals from throughout the district who have implemented transformative strategies within their schools that have notably improved the school environment and enhanced student achievement. The Working Group will focus on such skills as establishing effective school discipline policies and maximizing outcomes through classroom instruction. The District will ensure that the Working Group meets regularly (a minimum of four (4) times annually) and that principals review national best practices to compare to strategies implemented locally. The Working Group will provide SIG principals with a collegial network, peer support and collaboration, which is essential to sustaining and building the District's pipeline of turnaround leaders. SIG principals will learn from other successful principals from across the district and will turnkey the information they learn as turnaround leaders during professional development and</p>	<p>Summer Institute for SIG Principals: July 2011</p> <p>First meeting of Effective Leadership Working Group: September 2011</p> <p>Meetings of Effective Leadership Working Group: every September and three (3) additional meetings per school year throughout three (3) year project period and beyond</p>
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## TURNAROUND PROJECT DESCRIPTION

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	NJDOE meetings.	
<p>5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.</p>	<p>The performance expectation set by the District will mirror that of the ITASC Model Core Teaching Standards and the NJDOE Professional Standards for Teachers and School Leaders. Paterson Public Schools will employ an intensive search strategy to select the appropriate school leader for School 6. This leaders will be charged with developing and maintain highly functional instructional staff to support the continued transformation of School 6.</p> <p>To accommodate the new program plan for School 6, the principal will modify the School Professional Development Plan in order to provide teachers with intensive, job-embedded professional development activities tailored to the context-specific needs of the school to improve teacher effectiveness. A behavior modification program will be implemented based on the specification of the drafted RFQ/P. This will assist teachers in the identifications of strategies for teacher to address the needs of multiple types of learners.</p> <p>The selected principal will utilize the NJ State Professional Development Standards to enhance and modify the School Professional Development Plan for the 2011-2012 School Year. This plan will focus on essential professional development components, including: enhancing content knowledge and quality teaching methods; best practices and research-based methods and skill sets to employ; differentiated instruction to address the diversity of student learning needs; and evaluation of implementation.</p> <p>Grade-level meetings and subject alignment meetings will be routinely scheduled once a month, at minimum, for all School 6 teachers and instructional staff. These meetings, which will occur during teachers' common preparation time, will be data-driven and will assist teachers with developing intensive strategic plans to improve student performance. Meetings will focus on best practices and will utilize relevant samples of student work to ensure that the information disseminated is practically applied to the instructional methods of each teacher. Meetings will be coordinated and monitored by the School's Lead Instructional Coach to guarantee that the information disseminated at</p>	<p>May 2011 – August 2014</p>

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	the grade-level meetings is employed in the classroom to improve instructional techniques, when appropriate.	
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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

**Turnaround SIG Required Activity – 2:** Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.

#### Implementation Guidance

The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	<p>Paterson Public Schools has reestablished a transparent system of procedures and protocols that will adequately evaluate staff and staff growth, particularly in selected SIG schools. As part of this evaluation process, school personnel are assessed on various domains each time that they are evaluated, rather than focusing on just one or two domain. Student achievement will be included as one the domains of the evaluation process for teachers, which will be controlled for prior achievement in order to maintain the validity of the data.</p> <p>The current evaluation instrument utilized by the district for both principals and teachers was developed in 1982 and no longer meets the standard of adequacy that is required to properly evaluate the effectiveness of teachers and school leaders in the Paterson school system. The current teacher evaluation instrument places a heavier emphasis on a teacher's ability to perform the administrative functions of the job than it does on the effective implementation and adaptation of curriculum and curriculum standards in classroom instruction. This instrument also neglects the need for teachers to sufficiently infuse 21<sup>st</sup> Century skills in instruction, which includes the effective utilization of technological learning equipment. Similarly, the existing principal evaluation does not sufficiently measure the adequacy of a principal's skills as the instructional leader of their school, nor does it establish an expectation that the principal is responsible for setting measurable goals by which his/her performance</p>	

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	<p>should be evaluated. Finally, both evaluation instruments underemphasize the importance of setting high expectations for learning and achievement and omits any consideration to the efforts required to implement classroom management skills successfully.</p> <p>The District has formulated a committee that has been charged with reviewing and redesigning the existing Board-approved evaluation instruments for teachers and principals, including the process, protocols and instruments that will be employed. The committee is comprised of various stakeholder groups from the District, including management staff from Professional Development, the Office of the Superintendent, and Bilingual Education. Additionally, representatives from both the teachers' and principals' unions actively participate in the committee. Finally, two-fifths of the committee is made up of current teachers, who are also delegates for the teachers' union. The committee was structured this way to ensure that the instrument devised by the committee will have the approval and support of all the necessary parties before implementation.</p> <p>The new evaluation methods and rubric will be designed using established best practices that have been successfully used in similar districts. Once this evaluation is completed and approved by the School Board, the District will employ a consultant with expertise in effective evaluation implementation and will begin to offer trainings and educational workshops to all district personnel.</p>	
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>The district's existing teacher evaluation tool, which has been in use for nearly 30 years, is overly simplistic and grossly inadequate for use in a SIG school. In anticipation of launching SIG programs in September 2011, the district has expedited its existing effort to create and adopt a new teacher evaluation tool.</p> <p>The committee overseeing the creation of a new teacher evaluation tool includes representatives from various stakeholder groups district-wide:</p>	



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Joanne Riviello - Assistant Superintendent  
Rogelio Suarez - Bilingual Supervisor  
Anna Adams - Physical Education, Supervisor  
Lori Kelly - Interim Director, Professional Development  
Jim Joyner, PEA Union, Officer  
Karen Liguori - Teacher, PEA Delegate  
Linda DiMuro - Teacher, PEA Delegate  
Carol Stryker - Teacher, PEA Delegate  
Javier Fressee - Teacher, PEA Delegate  
Dana Cironi - Teacher, PEA Delegate  
Grace Giglio - Principal, President, PPA Union

Based on the Danielson model, the teacher evaluation system will be a rubric that takes into account student achievement data. While the specific criteria to be used in the evaluation are still being determined, the following performance standards will serve as the pillars for the rubric:

1. Preparation for instruction
  - a. Establish a culture of high expectations for learning and achievement
  - b. Use district adopted curriculum maps and content knowledge to design coherent lessons
  - c. Post aligned lesson objectives and plan for demonstrations of learning
2. Use of data to inform instruction
  - a. Focus on improving instruction using data
  - b. Use a variety of assessment methods when designing classroom assessments
  - c. Involve students in assessing their own learning
3. Delivers quality instruction
  - a. Instruct bell to bell
  - b. Use a variety of instructional strategies to focus instruction
  - c. Engages students in learning

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- d. Continually checks for understanding
- e. Deliver rigorous and relevant content
- f. Integrate 21<sup>st</sup> Century Skills in instruction
- g. Provides feedback about student proficiency
4. Interventions to meet diverse needs
  - a. Differentiate instruction based on student needs and background
  - b. Implements interventions with fidelity and adjusts interventions based on results
  - c. Adapt and modify instruction for the unique needs of learners
5. Classroom environment
  - a. Contribute to a safe and orderly learning environment
  - b. Use effective classroom management procedures
  - c. Effectively manage student behavior
  - d. Foster collaboration and self-regulation in students
  - e. Promote positive and respectful rapport
6. Leadership
  - a. Understand their role and responsibility in implementing the District and/or Building Action Plan
  - b. Promote the concept of Professional Learning Communities through collaboration and purposeful involvement
  - c. Continue professional growth
7. Professional responsibilities
  - a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education policies, and school rules
  - b. Demonstrate professionalism
  - c. Effectively communicates and solves problems

Within the rubric, indicators of effectiveness will correspond to each of the performance standards listed and a performance rating will be assigned in each category.

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### TURNAROUND PROJECT DESCRIPTION

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	<p>The new SIG Principal (TBD) will be charged with evaluating all existing teaching staff based on the district's new teacher evaluation rubric. The new School 10 principal will be granted the power to evaluate district-level non-teaching staff, such as security officers and cafeteria monitors, which is a departure from standard district policy in support of SIG.</p> <p>Immediately upon adoption of the newly developed teacher evaluation rubric, the same committee discussed above will conduct a rigorous review of the existing evaluation tools for non-teaching staff. SIG principals will participate in this effort to ensure that the new evaluation tools developed can be effectively utilized in SIG schools. The new teacher evaluation methods and evaluation rubric will be designed using established best practices that have been successfully used in similar districts, which include (but are not limited to) the following measures of ability: establish culture of high expectations for learning and achievement; use district-adopted curriculum maps and content knowledge to design coherent lessons; post aligned lesson objectives; use data to inform and improve instruction; use a variety of instructional strategies to focus instruction and help students learn; engage students in learning; integrate 21st Century skills in instruction; differentiate instruction based on student needs and background; and use effective classroom management procedures.</p> <p>The new teacher evaluation method will set the expectation for teacher performance and will be the standard upon which all SIG teachers will be measured. Once this evaluation is completed and approved by the School Board, the District will employ a consultant with expertise in effective evaluation implementation and will begin to offer trainings and educational workshops to all district personnel.</p>	
<p>3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.</p>	<p>Instructional coaching and professional development will be conducted around each identified performance area to ensure the continued professional growth of School 6's instructional staff. Teachers who perform unsatisfactorily after their evaluation will develop a corrective action plan with the principal at School 6 and will receive additional one-on-one support from School's instructional coaches. The principal at</p>	

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	School 6 will provide each teacher adequate time to improve their performance before they are reevaluated. If no progress is made over this period, the principal of School 6 will take the appropriate action with District personnel to have underperforming teachers replaced with more qualified personnel.	
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	Paterson Public Schools will annually assess the quality and usefulness of the evaluation tool and evaluation process employed for District principals and teachers generally, and SIG principals and teachers specifically. Upon the completion of Year 1 of SIG, the District will reconvene the evaluation committee to assess if the Board-approved evaluation process was useful and appropriate. This assessment will be determined based on SIG principal feedback and the exploration of additional best practices employed in SIG districts nationally. If modifications are necessary, the evaluation committee will make adjustments to the tools and process and will work with the School Board for formal ratification.	
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	As previously mentioned, the District is in the process of creating a new staff evaluation process that will take student achievement into account as well as other indicators. In addition to this, the new principal and governance committee will serve a vital role in the evaluation process as they will perform walk-throughs and observe classroom instruction in order to gauge staff performance.	
6. The LEA monitors the evaluation process and reviews results.	Select administrators at the district level will serve on the governance committee for School 6 and will therefore serve as the liaison between the school and the superintendent's office. They will be responsible for overseeing the evaluation process and reviewing the results.	

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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

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<b>Turnaround SIG Required Activity – 3:</b> Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.		
<b>Implementation Guidance</b> Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.		
Evidence of Implementation Indicators	Implementation Description	Timeline
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	The new teacher evaluation tool described herein will be utilized by the new SIG principal as part of the method for determining which teachers will receive performance-based incentives. The principal will also use the results of learning walks and other informal means of information gathering. The specific criteria to be utilized will be established by the school leadership team and will be valid, fair and transparent.	Summer 2011
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	Teachers, the PEA (Paterson Education Association – local teachers' union), parents, and other stakeholders will be intimately involved in the process of establishing valid, fair and transparent methods to be used in allocating performance-based incentives.	Fall 2012
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	PPS, PEA, SIG principals, teachers, parents, and other stakeholders will work together (possibly under the auspices of the PPS Stakeholder Network) to develop policies (in accordance with the Interim Report released by the New Jersey Educator Effectiveness Task Force on March 1, 2011) that facilitate performance-based dismissals.	Spring 2012
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	The Department of Human Resources for the Paterson Public Schools, has established hiring procedures focused on recruiting and retaining high-quality teachers.	Summer 2011

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<p>5. LEA and school provide targeted assistance to underperforming teachers.</p>	<p>The new teacher evaluation method will set the expectation for teacher performance and will be the standard upon which all SIG teachers will be measured. Once this evaluation is completed and approved by the School Board, the District will employ a consultant with expertise in effective evaluation implementation and will begin to offer trainings and educational workshops to all district personnel.</p> <p>Teachers who perform unsatisfactorily after their evaluation will develop a corrective action plan with the principal at School 6 and will receive additional one-on-one support from School 6 instructional coaches. The principal at School 6 will provide each teacher adequate time to improve their performance before they are reevaluated. If no progress is made over this period, the principal of School 6 will take the appropriate action with District personnel to have underperforming teachers replaced with more quality personnel.</p>	<p>Fall 2011 – Summer 2012</p>

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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

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**Turnaround SIG Required Activity – 4:** Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

#### Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p><b>Professional Development Model</b></p> <p>Teachers and administrators of School 6 expressed through focus groups during the Needs Assessment process that there is currently a lack of job-embedded professional development that is relative to the specific needs of their school environment and instructional capacity. To address this need the new principal of School 6, in collaboration with the District, will select a university partnership, or equivalent of, to provide research-based, job-embedded professional development to both administrators and instructional staff through the Model for Urban School Transformation, or equivalent of. Research from the Intercultural Development Research Association (IDRA) states, "An effective professional development program provides opportunities for participants to learn about research-based best practices, use data on children and parents in designing instruction, witness effectiveness through models and examples, use and reflect on practice, design instruction and the management of instruction, share and form accountability networks with other personnel, and evaluate and be accountable for what happens in the classroom."</p> <p>The Model for Urban School Transformation, or equivalent of, aligned in theory and</p>	<p><b>May – June 2011</b></p> <ul style="list-style-type: none"> <li>• Planning period</li> <li>• Data analysis</li> </ul> <p><b>July 2011</b></p> <ul style="list-style-type: none"> <li>• District/Partner Retreat</li> <li>• 2-day retreat for improving implementation and coordination of activities</li> </ul> <p><b>August 2011 – June 2014</b></p> <ul style="list-style-type: none"> <li>• Provide job-embedded professional development</li> </ul>



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practice with the IDRA, is also supported by the research of Mass Insight Education and Research Institute, Inc. Levels of support will encompass study groups, professional development for instructional and administrative staff, job-embedded in-class coaching, and grade level meeting support. This will create a highly effective professional development system for teachers and administrators; leading to an environment that is focused on delivering quality instruction and is aligned to the learning needs of each student.

#### **Differentiated PD Based on Teacher Experience, Expertise, and Student Data that is Provided in the Classroom**

Professional development provided through a university partnership, or equivalent of, and in accordance with the Model for Urban School Transformation, or equivalent of, will be differentiated based upon each individual teacher experience, expertise, and classroom student data. The university partnership, or equivalent of, will provide master instructional coaches to work one-on-one for at least two hours each week with every teacher in the school towards delivering engaging and effective instruction. Although every teacher will receive this intensive instructional support, there will be an additional focus on mathematics, language arts literacy and reading throughout the content areas. The master instructional coach will observe, not evaluate, the teacher and build a relationship of trust in order to effectively provide specific, targeted, and “laser beam” professional development through modeling, coaching, and team teaching.

Both research and teacher input from the needs assessment calls for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The master instructional coach will leave the teachers with “next steps” and a skill or strategy to work on or reflect on for the next visit.

The university provided, or equivalent of, master instructional coach will also give

- In-class mentoring, coaching, and modeling to improve instructional strategies
- Use data to target critical areas in language arts and math

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	<p>intensive support and coaching to the school instructional coach in order to build capacity and sustainability throughout the duration of the grant and beyond. The master instructional coach will work with the building coach as the building coach is providing job-embedded professional development, modeling effective coaching strategies much like the master coach will model effective instructional strategies for the teacher.</p> <p>Additionally, the master instructional coach will give guidance and model effective data analysis and application to differentiating targeted classroom instruction. Through analyzing student achievement data, the teacher in collaboration with the master instructional coach, will build skills needed to differentiate instruction based on student need. The focus of the master instructional coach will shift based upon the needs of the students and teachers.</p> <p>Furthermore, the university partnership, or equivalent of, will provide professional development to the building administrative team in areas such as curriculum alignment, action planning, and leadership skills and strategies. The university partnership, or equivalent of, in addition to the master instructional coaches, will provide a team leader who will work closely with the principal and NTO to address the PD needs of the administrator and determine areas of PD need for the instructional staff. Professional development will be research-based with practical, practitioner-based emphasis on real work issues that principals and vice principals face daily. Although the master instructional coach will not report back to the principal of the teacher's progress, the master instructional coach and team leader will be in constant contact with the principal as to what the coach and teacher are working in. The team leader will then coach the principal on how to monitor and support the teacher.</p> <p>The principals will also receive peer support through the creation of a Partnership Zone, or equivalent of, between Paterson's three schools that are eligible for the SIG. A Partnership Zone, or equivalent of, is a cluster of schools operating as a mini-district which is characterized by model organizational practices, including strong partnerships and more flexible operating conditions. The Partnership Zone, or equivalent of, will be facilitated by the SIG District Director and/or Supervisor, NTO officers, and SIG</p>

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	<p>principals and leadership teams. The goal of the Partnership Zone, or equivalent of, is to increase student achievement, to apply improved management structures and processes necessary to sustain high achievement and better student outcomes over time, and to provide a structure of support to the administrative teams of the SIG schools within Paterson Public Schools.</p>	
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>The university partnership, or equivalent of, will provide master instructional coaches to work one-on-one for at least two hours each week with every teacher in the school towards delivering engaging and effective instruction. The master instructional coach will provide specific strategies for delivery of instruction, student engagement, and the conceptualization from the student perspective.</p> <p>Although every teacher will receive this intensive instructional support, there will be an additional focus on mathematics, language arts literacy and reading throughout the content areas. The master instructional coach will observe, not evaluate, the teacher and build a relationship of trust in order to effectively provide specific, targeted, and “laser beam” professional development through modeling, coaching, and team teaching.</p> <p>Both research and teacher input from the needs assessment calls for a job-embedded professional development design; allowing the teacher to practice implementing evidence- and standards-based practices under the guidance of the master instructional coach. Research from IDRA states, “Teachers must be provided opportunities to adapt and practice newly-learned skills in their context. Teachers also must be provided opportunities to reflect on the impact of new knowledge and skills on children’s academic achievement and on the feedback that mentors and coaches provide them.” Professional development provided in the classroom while the teacher is teaching provides the opportunity for relative feedback and reflective discussion. The master instructional coach will leave the teachers with “next steps” and a skill or strategy to work on or reflect on for the next visit.</p>	<p><b>May – July 2011</b></p> <ul style="list-style-type: none"> <li>• Planning period</li> <li>• Data analysis</li> </ul> <p><b>August 2011 – June 2014</b></p> <ul style="list-style-type: none"> <li>• Provide job-embedded professional development</li> <li>• In-class mentoring, coaching, and modeling to improve instructional strategies</li> <li>• Use data to target critical areas in language arts and math</li> </ul>

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<p>3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.</p>	<p><b>High Levels of Teacher Practice Implementation</b></p> <p>The District and the leadership of School 6 will define high levels of implementation of practices for effective teaching and learning that will ensure school reform. Based upon the Aligned Instructional System Strategic Plan, teachers are expected to accomplish the following: 1) develop lesson objectives that are tied to the curriculum guide, 2) teach objectives according to district pacing guidelines; 3) participate in Grade Level Meetings, teacher study groups and shared planning times; and 4) utilize the District's assessment database system, <i>Performance Matters</i>, to assist teachers and school leadership in the data mining process.</p> <p><b>Monitor Changes in Teacher Practice and Student Outcomes</b></p> <p>The implementation of these practices will be monitored by the principal of School 6, who will track the school's regularly scheduled program planning and curriculum design periods. The leadership of School 6 will also monitor teacher practices through classroom observations and Learning Walks, and will review student outcomes using the District assessment database, <i>Performance Matters</i>. <i>Performance Matters</i> will allow the principal of School 6 and his/her instructional coaching team to evaluate individual student outcomes using quarterly benchmarks.</p>	<p><b>August 2011 – June 2014</b> <i>Implementation Year 1</i></p> <ul style="list-style-type: none"> <li>• Begin implementing model as identified through assessment</li> <li>• Provide intensive leadership training to school leaders</li> </ul> <p><b>August 2012 – June 2014</b> <i>Implementation Year 2</i></p> <ul style="list-style-type: none"> <li>• Re-assess and evaluate to determine program adjustments and successes</li> <li>• Continue job-embedded professional development</li> </ul> <p><b>August 2013 – June 2014</b> <i>Implementation Year 3</i></p> <ul style="list-style-type: none"> <li>• Re-assess and evaluate to</li> </ul>

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		<p>determine program adjustments and successes</p> <ul style="list-style-type: none"> <li>• Continue job-embedded professional development</li> <li>• Conduct summative evaluation</li> </ul>
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p><b>Grade Level Meetings</b></p> <p>The District and the leadership at School 6 will promote an environment professional learning communities and a school culture of continuous learning through the formation of grade level meetings and study groups. According to research from the Mid-continent Research for Education and Learning (McREL), "Schools should be learning communities - not just for students, but for teachers, administrators, and staff members." Grade level meetings will include such topics as curriculum, student data analysis, professional development, classroom management strategies, and other instructional or management challenges. The team leader and/or master instructional coach provided through the university partnership, or equivalent of, will participate in GLM's to provide guidance and focus where necessary and then to reinforce the GLM's findings/suggestions/professional development back in the classroom. Grade level meetings will provide an opportunity for the collaborative atmosphere that teachers expressed desire for through the needs assessment.</p> <p><b>Teacher and Administrator Study Groups</b></p> <p>Along with grade level meetings, the school in partnership with a university, or equivalent of, will also establish three teacher/administrator study groups to promote professional learning communities and a school culture of continuous learning.</p>	<p><b>May – July 2011</b></p> <ul style="list-style-type: none"> <li>• Planning period</li> <li>• Data analysis</li> <li>• Infusion of GLM's into teacher schedules</li> </ul> <p><b>August 2011 – June 2014</b></p> <ul style="list-style-type: none"> <li>• Establish the Turnaround Trifecta of three professional learning communities/teacher study groups</li> <li>• Use PLC findings and suggestions to guide leadership decisions</li> <li>• Analyze and</li> </ul>

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	<p>McREL research states, "School leaders in award-winning sites emphasize the importance of giving teams adequate time to work together to plan, evaluate, and improve." The three study groups, as part of the Turnaround Trifecta, or equivalent of, will focus on three different areas: Structured to Learn, Structured to Teach, and Structured to Lead, or equivalent of. Teachers, administrators, and the university team leader, or equivalent of, and instructional coaches will identify the most pressing challenges in each area, study best practices for improving the area (i.e. conduct action research, etc) and make recommendations to the school leadership committee for implementation. "This approach encourages them to exchange ideas and push each other toward excellence. Working in groups also helps them reinforce what they've learned through staff development activities, maximizing the impact of those efforts on student achievement" (McREL).</p> <p>The Structured to Learn, or equivalent of, study group will focus on the culture and climate of the schools so that students have an environment in which they can learn and teachers have an environment in which they can teach. Topics for the study group, which will be identified through the needs assessment, could include (a) safety, discipline, and engagement, (b) action against adversity, and (c) close student-adult relationships. This means that the students feel safe and cared for and that they are viewed not just as children coming to school with a myriad of social ills, but as individuals whose physical, psychological, social, and academic needs which must be addressed.</p> <p>The Structured to Teach, or equivalent of, study group will focus on teaching and learning and more specifically on areas such as (a) shared responsibility for achievement, (b) personalization of instruction, and (c) professional teaching culture. These components serve to guide teachers through realizing that they are accountable to children and their parents for the children's learning. Through the study group, the participants will determine strategies to address the needs of each child and to identify those needs through diagnostic assessment, enabling them to adjust the time on task for each student's capability.</p>	<p>monitor the effectiveness of the PLC's</p> <ul style="list-style-type: none"> <li>• Change or add new topics as needed</li> </ul>

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	<p>The Structured to Lead, or equivalent of, study group will focus on leadership – both for the school administration and teacher level leadership. Topics for this study groups may include (a) resource authority and ingenuity, (b) building a shared mission and vision, and (c) agility in the face of turbulence. This strategy empowers administrators to create a leadership team within the school; make mission-driven decisions regarding the use of resources (time, people, money, and programs); develop partnerships to acquire additional resources; and develop the flexibility to meet environmental challenges in the school, district, state, and the nation.</p> <p><b>Evaluation System for Professional Development Providers</b></p> <p>The District has developed a system to evaluate the PD providers and select only those considered to be of the highest quality. The District convenes the Curriculum Writing and Professional Development Evaluation Committee. The function of the evaluation committee in any procurement is to make recommendations regarding vendors to the District Superintendent. The decision is based upon an objective and independent analysis of the proposals received, which is based upon the evaluation criteria contained in each Request for Qualifications (RFQ). To begin the process, members of the committee are briefed on the overall evaluation process and are given a set of expectations regarding their participation on the committee. Next, a point score methodology is used to quantify numerically both objective and subjective factors relative to each evaluator's findings and conclusions. Bidders are evaluated on how well the met the criteria outlined in the RFQ, as well as their clear indication of past experience with positive outcomes. Once all proposals are screened, the District creates a list of qualified PD providers, from which each individual can select to meet their school's PD needs.</p> <p>The District will issue an RFQ and embark on the evaluation process for a university partnership, or equivalent of, in providing job-embedded standards- and evidence-based professional development for instructional staff and administrative staff. Included in the RFQ will be the above mentioned desired components such as the</p>	<p><b>May – July 2011</b></p> <ul style="list-style-type: none"> <li>• Advertisement of RFQ</li> <li>• Evaluation process</li> <li>• Planning period</li> <li>• Data analysis</li> </ul> <p><b>August 2011 – June 2014</b></p> <ul style="list-style-type: none"> <li>• On-going data analysis of student achievement data to determine effectiveness of PD</li> <li>• Facilitation of teacher surveys to provided desired and targeted PD</li> <li>• Monitoring by principal of PD strategies use in classroom</li> </ul>
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.</p>		



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	<p>teacher and administrative study groups, two weekly hours of job-embedded professional development for every teacher, the establishment and guidance of grade level meetings, and the assignment of a team leader to each school to coordinate professional development with the principal and staff. The RFQ will also require that the professional development provider have extensive and successful experience in providing professional development to chronically low-performing schools. Various stakeholders will participate on the evaluation committee to select the university partnership, or equivalent of, to provide the professional development such as school leadership, instructional staff, district representatives, and community members.</p> <p>The RFQ will also require that the university, or equivalent of, produce a variety of reports that will include formative and summative assessment data. The District SIG Director and/or supervisor will monitor the implementation of the professional development in collaboration with the school principal and NTO officer. Teachers will also complete surveys and professional development evaluations to provide feedback as to whether or not the professional development has been helpful in improving their instructional strategies.</p> <p>Ultimately, summative and formative student achievement data will be the indicator as to whether the professional development had a positive impact. McREL research states, "Student performance data should be used to measure whether changes in teaching practice have improved student achievement". Teacher feedback about professional development providers will constitute a key factor in determining whether to continue/renew contracts with external providers. Student achievement data and teacher feedback through surveys will also guide the direction of professional development.</p>	<ul style="list-style-type: none"> <li>• Re-assess and evaluate to determine program adjustments and successes</li> <li>• Conduct summative evaluation</li> </ul>

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<b>Turnaround SIG Required Activity – 5:</b> Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.		
<b>Implementation Guidance</b> Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, or hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	<p>Although the chosen model for School 6 is “turnaround”, the District will incorporate elements of the “restart” model. The governance of the school will not be vested in the principal standing alone, but rather through a model of shared decision-making via an operational hybrid.</p> <p>In September 2011, School 6 will begin working in tandem with St. Luke’s Baptist Church and Community Development Center which is located adjacent to the school as well as the Model for Urban School Transformation, or equivalent of. Reverend Clayton of St. Luke’s will serve on the governance board for School 6 along with select representatives from other stakeholder groups which will include district administrators, teachers, parents, and community members.</p> <p>A governance steering committee will consist of the aforementioned entities. This body will be responsible for making policy and budget decisions as they relate to School 6’s local funding, the design and implementation of all restructuring strategies, interviewing and selection of new staff. In addition, where necessary, identifying policy, procedures and contract language that may require modification for the successful implementation of the partnership and other areas that may be defined over the period governed by a comprehensive Memorandum of Understanding with all parties. The committee will establish a joint vision, mission, commitment, responsibilities and outcomes. This collaborative strategy will</p>	Summer 2011

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	<p>maximize assets of each stakeholder group while building upon the community's strengths to ensure equal access to various models of success including business, positive role models, quality educational opportunities, and civic responsibility. Through leveraging of partnerships, this form of governance will help fill the gaps that currently exist in the system.</p>	
<p>2. The LEA allocates resources to support the turnaround office or team.</p>	<p>According to the Structured to Lead, or equivalent of, component of the Model for Urban School Transformation, or equivalent of, a principal in a turnaround school should never lead in isolation, rather a structured leadership team should be composed to make collaborative decisions about staffing, budget, scheduling and programs. As instructional leader, the principal will form the partnerships that will constitute the Leadership Study Group, or equivalent of, and lead the effort to build a shared mission, create a uniform curriculum aligned with the NJCCCS, develop assessment strategies, provide meaningful data to inform instruction (and enable teachers to access and analyze such data independently on a regular basis through Performance Matters), supervise and evaluate teachers, implement staff development with mentoring and coaching, communicate high expectations, understand the principles of effective school leadership, establish a positive school climate and culture, and act as head cheerleader for the school.</p>	
<p>3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.</p>	<p>In order for the new SIG principal to effectively and expeditiously tackle all of the responsibilities listed above, a strong Leadership Study Group, or equivalent of, is required to support the principal's efforts. The district will ensure that the principal receives the full support of the IDT to facilitate the formation of the Leadership Study Group, or equivalent of, at the school level.</p> <p>District policies and procedures were reviewed exhaustively as part of the needs assessment and program development and the following policies and procedures have been modified to remove barriers to success:</p> <ul style="list-style-type: none"> <li>• New governance model at School 6, including a hybrid model for shared decision-making by a team composed of a new principal, St. Luke's Baptist</li> </ul>	

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	<ul style="list-style-type: none"><li>Church and Model for Urban School Transformation, or equivalent of.</li><li>The principal will be granted the authority to select the staff members (both teaching and non-teaching) who populate the school building and to conduct performance evaluations for both teaching and non-teaching staff within the building</li><li>New evaluation rubrics for both teaching and non-teaching staff</li></ul>																			
	<p>The District has a process in place to carefully screen, select, and monitor external partners based on criteria aligned with the specific needs of School 6. The District's process is conducted as follows:</p> <p><b>FORMAL BIDDING PROCESS (non-construction)</b></p> <table><tr><th>Step</th><th>Time Line</th></tr><tr><td>An administrator initiates the request to purchase goods or services requiring a bid</td><td>One Day</td></tr><tr><td>The appropriate administrator approves the request for bidding.</td><td>One Week</td></tr><tr><td>Sufficient funds are available for the purchase.</td><td>One Day</td></tr><tr><td>Detailed specifications are developed for the goods or services.</td><td>One Week</td></tr><tr><td>The initiating administrator reviews and approves the specifications.</td><td>One Week</td></tr><tr><td>A bid package is prepared by Purchasing.</td><td>One Week</td></tr><tr><td>A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.</td><td>Ten Days</td></tr><tr><td>Bids are opened and read in public.</td><td>One Day</td></tr></table>	Step	Time Line	An administrator initiates the request to purchase goods or services requiring a bid	One Day	The appropriate administrator approves the request for bidding.	One Week	Sufficient funds are available for the purchase.	One Day	Detailed specifications are developed for the goods or services.	One Week	The initiating administrator reviews and approves the specifications.	One Week	A bid package is prepared by Purchasing.	One Week	A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.	Ten Days	Bids are opened and read in public.	One Day	
Step	Time Line																			
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Sufficient funds are available for the purchase.	One Day																			
Detailed specifications are developed for the goods or services.	One Week																			
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A bid package is prepared by Purchasing.	One Week																			
A legal notice is placed in the newspapers. Copies of the bid package are distributed to vendors.	Ten Days																			
Bids are opened and read in public.	One Day																			
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.																				

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	The bid results are reviewed by Purchasing.	One Week
	Written recommendations for award are made by using department and Purchasing.	Three Days
	The Board resolution is created.	One Day
	The resolution is reviewed and signed by the initiating administrator, Supervisor of Purchasing, Board attorney and State District Superintendent.	One Day
	The Board and/or State District Superintendent approve the award.	One-Two Weeks
	A contract is issued to successful bidder	Three days
	Start the requisition and purchase order process.	One Day
	<p>In addition to the District's process, specific evaluation criteria will be developed and utilized to select vendors to provide SIG services. The School 6 governance committee will work collaboratively to fairly and thoroughly evaluate all proposals. Each committee member will be given a detailed score sheet and a narrative sheet for each proposal. Criteria will include:</p> <ul style="list-style-type: none"><li>• general and detailed approach and plans,</li><li>• qualifications of the firm,</li><li>• qualifications of individuals proposed and cost.</li></ul>	
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	<p>The District has a plan to sustain reform beyond the funding period which is to use Title I SIA funds and annually appropriated funds as necessary to continue the SIG program beyond the three year grant period. Professional Development and initial purchases of new technology and equipment will be made using SIG funding. Any</p>	

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	future opportunities or expenses will be paid for by the District as part of overall budget.	
6. The LEA and school align SIG resources with other resources to sustain interventions.	Paterson Public Schools will hire a fiscal monitor who will track and approve all expenditures related to the implementation of SIG programming at all awarded SIG schools. This individual will also work with District staff to effectively monitor the funding allocations of all other program, such as Title I SIA funds and direct district allocations. This individual will ensure that SIG resources are properly aligned with the identified sources to ensure that the turnaround of School 6 is executed thoroughly and that the new strategies and goals of the school are sustained over time.	

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**Turnaround SIG Required Activity – 6:** Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

### Implementation

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

### Guidance

### Evidence of Implementation Indicators

### Implementation Description

### Timeline

1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The District utilizes <i>Performance Matters</i> Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. <i>Performance Matters</i> manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction. The District maintains the <i>Performance Matters</i> data system through the Department of Assessment, Planning and Evaluation, which provides technical support and training to school leaders and instructional staff on an as-needed basis. All school principals and instructional staff are granted access to the system using their district email address as a username and individual passwords. School leaders and instructional staff are permitted to access student performance data at any time and can review individual and collective student performance that will assist them with adjusting their instructional methods and lesson plans to meet the needs of students.	Summer 2011
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	The District will maintain usage of <i>Performance Matters</i> , which will provide school leadership and instructional staff with a comprehensive assessment of the academic proficiency of each student using both summative and formative data. Through <i>Performance Matters</i> , teachers work with the District's Department of Assessment, Planning and Evaluation to record student performance on the NJASK, quarterly benchmark assessment tests, school report cards and other potential sources of	Fall 2011



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	performance information. Through <i>Performance Matters</i> , school leadership and instructional staff will readily access student information needed to assess sustain student learning and evaluate the effective instruction.	
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	<p>In September 2010, Paterson Public Schools developed and implemented an Aligned Instructional System for grades K–12 that includes: textbook alignment, instructional alignment, alignment between state standards and enacted curriculum, and curriculum alignment. This system was developed to ensure that the District adequately delivers the National Core Standards in Language Arts, Social Studies, Science, and Mathematics.</p> <p>Key indicators of success for the Aligned Instructional System are whether or not lesson objectives and instructional strategies are aligned with effective instructional practices to ensure that students demonstrate knowledge learned; and whether or not teachers in K–12 ensure instruction enables students to pace their learning to realize grade level/course expectations.</p> <p>The District will work closely with school leadership in order to ensure that teachers receive appropriate professional development to meet the District's and the school's expectations for comprehensive instructional program. The District will review curriculum alignment concept with school leadership and refine walk-through tools to include specific indicators and rubrics for curriculum implementation. The District will also work with school leaders to develop a student progression plan that outlines what students should know and be able to do at each grade level.</p> <p>The District will empower the principal at School 6 will provide staff development in instructional practices associated with Balanced Literacy, Managed Instruction, and other instructional models used in the school. Staff will receive training in curriculum and instructional alignment, and will be coached on how to use the student progression plan to ensure student promotion. Instructional coaches will work one-on-one with teachers on how to work with parents so that they will understand and support student</p>	Summer 2011

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### TURNAROUND PROJECT DESCRIPTION

LEA: <u>Paterson Public Schools</u>	Name of School: <u>School 6</u>	
	<p>progression planning, and will provide individualize feedback to teachers after classroom visits and Learning Walks.</p> <p>The principal at School 6 will work with the school's instructional coaches to monitor and help facilitate scheduled team and subject area meetings. These meetings are focused directly on curriculum and instruction and agendas and minutes are shared with the full school faculty. The principal will also monitor the use of curriculum maps and provide feedback to teachers regarding their teaching of a guaranteed and viable curriculum.</p> <p>Finally, the principal at School 6 will provide individual feedback to teachers and will implement procedures in which teachers who need additional support are observed weekly, either formally or informally, and are given individualize support to help them improve their performance.</p>	
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The District will work closely with new school leadership to ensure that teachers receive appropriate professional development to meet the District's and the school's expectations for comprehensive instructional program. The District will review curriculum alignment with school leadership and refine walk-through tools to include specific indicators and rubrics for curriculum implementation. The District will also work with school leaders to develop a student progression plan that outlines what students should know and be able to do at each grade level.</p> <p>The District will empower the new principal at School 6 to design a professional development plan in conjunction with his/her instructional staff that will improve the knowledge of teachers in scientifically based instructional practices associated with Balanced Literacy, Managed Instruction, and other instructional models used in the school. Staff will receive training in curriculum and instructional alignment, and will be coached on how to use the student progression plan to ensure student promotion. Instructional coaches will work one-on-one with teachers, providing guidance for communicating and building relationships with their students' parents. The goal is to</p>	<p>Fall 2011 – Spring 2012</p>

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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

	<p>inform parents of student progression planning and garner their cooperation and support.</p> <p>The principal at School 6 will work with the school's instructional coaches to monitor and help facilitate scheduled team and subject area meetings. These meetings are focused directly on curriculum and instruction and agendas and minutes are shared with the all faculty members at the school. The principal will also monitor the use of curriculum maps and provide feedback to teachers regarding their teaching of a guaranteed and viable curriculum.</p> <p>Finally, the new principal at School 6 will provide individual feedback to teachers and will implement procedures in which teachers who need additional support are observed weekly, either formally or informally, and are given support from the appropriate instructional coach to help them improve their performance.</p> <p>Professional development will be conducted during common preparation time and after school hours as not to interfere with the classroom schedule. School 6 will also have the equivalent of at least one full day each month to work collectively, comparing learner progress, curriculum effectiveness, and other career cluster-related activities. Observations will be made during instructional time, but will be reviewed individually with each teacher after classes have concluded.</p>	
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>The District utilizes <i>Performance Matters</i> Student Management System as the data system that facilitates the collection, interpretation, and use of data to drive instructional change. Performance Matters manages, administers and scores benchmark assessments, records the formative and summative data for each student, and disaggregating data to identify problems and opportunities to improve instruction.</p> <p>The District maintains the <i>Performance Matters</i> data system through the Department of Assessment, Planning and Evaluation, which provides technical support and training to school leaders and instructional staff on an as-needed basis. All school principals and instructional staff are granted access to the system using their district email address as a</p>	<p>Summer 2011</p>

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**TURNAROUND PROJECT DESCRIPTION**

**LEA:** Paterson Public Schools

**Name of School:** School 6

	<p>username and individual passwords. School leaders and instructional staff are permitted to access student performance data at any time and can review individual and collective student performance that will assist them with adjusting their instructional methods and lesson plans to meet the needs of students.</p> <p>School 6 will also have the equivalent of at least one full day each month to work collectively to compare individual learner progress using student data retrieve <i>Performance Matters</i>, evaluate curriculum effectiveness and differentiated learning techniques, and define appropriate plans to improve overall teacher and student performance. Additionally, to ensure that strategies are implemented with fidelity, observations on teacher effectiveness will be made during instructional time, but will be reviewed individually with each teacher after classes have concluded.</p>	
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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

<b>Turnaround SIG Required Activity – 7:</b> Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		
<b>Implementation</b>	<b>Guidance</b>	
Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
1. The SEA and LEA provide access to timely data to schools.	After administering benchmark exams and other classroom assessments, teachers deliver exam results to the principal, who forwards same to the Office of Assessment, Planning and Evaluation. <u>Within 48 hours of receipt of raw data, benchmark results are scanned into Performance Matters, at which point data is available for teachers, instructional aides, principals and other school leaders to access.</u> Within Performance Matters, data can be analyzed in myriad ways, including, but not limited to, aggregated or disaggregated, by class, by grade level, by subject area (broken down into specific skill sets within each subject area), and by individual student. All NJASK/Terra Nova (soon to be NJPASS) data is also uploaded into PM within 48 hours of receipt and can be accessed and analyzed in the same manner.	Fall 2011
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The new governance committee at School 6 will be responsible for creating a schedule that includes time set aside for staff collaboration to interpret data. Professional development in the form of coaching and modeling will be truly job-embedded and will take place within classrooms. In this way, structured time for a large portion of PD will be built right into the everyday schedule. Time outside of the classroom for staff to meet to discuss and analyze student data (both in grade level meetings and across grade levels to ensure vertical alignment) will be incorporated into the school schedule by the governance committee. Because PPS will use outside vendors to provide ELO for students during Year One and Year Two, teachers can use flex time to participate in PD activities, including data interpretation.	Fall 2011

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### TURNAROUND PROJECT DESCRIPTION

LEA: <u>Paterson Public Schools</u>	Name of School: <u>School 6</u>	
3. The LEA has established annual goals for student achievement.	The annual goals for student achievement established by the district are set forth in full detail in section S-8 "Annual Student Targets." Specific goals for each subgroup were determined after an intensive analysis of the root causes for failure to achieve among each subgroup and consideration of the new measures proposed under the SIG program to remedy the identified root causes.	
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The District will maintain usage of <i>Performance Matters</i> , which will provide school leadership and instructional staff with a comprehensive assessment of the academic proficiency of each student using both summative and formative data. Through <i>Performance Matters</i> , teachers work with the District's Department of Assessment, Planning and Evaluation to record student performance on the NJASK, quarterly benchmark assessment tests, school report cards and other potential sources of performance information. Through <i>Performance Matters</i> , school leadership and instructional staff will readily access student information needed to assess sustain student learning and evaluate the effective instruction. The District also uses this system to provide ongoing diagnostic assessments to evaluate progress made towards annual goals for student learning and effective practice. These goals are assessed for each school and for the District overall.	Fall 2011 – Spring 2012
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	School 6 will also have the equivalent of at least one full day each month to work collectively to compare individual learner progress using student data retrieve <i>Performance Matters</i> , evaluate curriculum effectiveness and differentiated learning techniques, and define appropriate plans to improve overall teacher and student performance. Additionally, to ensure that strategies are implemented with fidelity, observations on teacher effectiveness will be made during instructional time, but will be reviewed individually with each teacher after classes have concluded.	Fall 2011 – Spring 2012
6. The LEA and school share student progress data with parents and students.	Through the <i>Performance Matters</i> data system, school leaders and teachers can execute individual queries that report the indicators of overall academic performance for each individual student. The new principal at School 6 will be required to use this tool to inform parents and students of student progress, which will be reviewed during parent-teacher conferences and will be included in student report cards. This information will empower parents to help define and participate in effective learning strategies of their	Fall 2011 – Spring 2012

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	child and will allow parents to better engage students in learning activities in the home. Teachers will be required to conduct this activity once each marking period to engage parents as partners in the successful monitoring of academic performance to ensure progress or identify the need for intervention strategies.	
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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

<b>Turnaround SIG Required Activity – 8:</b> Establish schedules and implement strategies that provide increased learning time for all students.		
<b>Implementation Guidance</b> “Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	Administrators at the District level are familiar with evidence-based practices to provide increased learning time.	Fall 2011 – Spring 2012
2. The LEA and school identify community needs and partnership opportunities.	<p>As part of the District Strategic Plan, entitled, <i>Brighter Futures</i>, Paterson Public Schools set forth priorities to build stronger partnership between schools, families, and community stakeholders, since studies show that “students perform at higher educational levels when there is evidence of parent and community involvement in schools.”</p> <p>As part of the SIG needs assessment process, the District identified community needs and partnership opportunities with local community stakeholders. Examples of these partnership opportunities are the following:</p> <ul style="list-style-type: none"> <li>School 6 is located less than one quarter mile away from the main Paterson Public Library, the Danforth Library. This is Paterson’s largest library facility and has the largest circulation of materials. The Danforth Library also offers ample community space, which can be used for adult and family learning activities. The Paterson Public Library participated in the needs assessment and</li> </ul>	Fall 2011 – Spring 2012

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### TURNAROUND PROJECT DESCRIPTION

LEA: <u>Paterson Public Schools</u>	Name of School: <u>School 6</u>	
	<p>identified shared opportunities for parents and students during and beyond the school day.</p> <ul style="list-style-type: none"> <li>School 6 is located adjacent to St. Luke's Baptist Church and Community Center. This entity is one of Paterson's most significant faith-based organizations that provide after-school tutoring, homework help, and other youth-centered program activities. St. Luke's participated in the needs assessment process and helped identify opportunities for future collaboration. St. Luke's will support the efforts of School 6 to provide extended learning for students and parents, and will provide access to its community facility and classrooms when needed.</li> </ul> <p>These and other partnerships will be further defined and solidified when new leadership is installed at School 6 to ensure that they are aligned with the vision, program, mission, and goals of the school and implemented with fidelity.</p>	Fall 2011
3. The LEA allocates funding for extended learning programs.	<p>Paterson Public Schools exhibits its commitment to extended-learning programs by allocating annual funding to support the operation of extended-learning and after school programs throughout the district. Currently, the District provides supplemental educational services (SES) to all schools that fail to meet Adequate Yearly Progress (AYP). The District SES program provides additional academic help such as tutoring and homework help to low-income students in the subjects of reading/language arts, mathematics, and science. Additionally, the district operates 21st Century Community Learning Centers at various school locations. This program connects community-based organizations with local schools to provide academic enrichment opportunities for children - particularly students who attend high poverty and low-performing schools - to meet State and local standards in core academic subjects.</p>	
4. The LEA supports school leadership in developing and sustaining community partnerships.	<p>The new governance committee for School 6, including the new principal, the pastor of St. Luke's Baptist Church, and Model for Urban School Transformation, or equivalent of, is fully supported by the LEA. The governance committee will continue to seek new community partners to support the school's turnaround effort.</p>	Fall 2011

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LEA: Paterson Public Schools

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<p>5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.</p>	<p>The District and the leadership at School 6 will promote professional learning communities and a school culture of continuous learning through the development of a School Professional Development Plan and the implementation of specific action items on the District and school level.</p>	<p>Fall 2011</p>
<p>6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.</p>	<p>The governance committee will be charged with creating an evaluation system to ensure that the outside vendors selected to provide extended learning are implementing the program with fidelity and in accordance with all precepts set forth in the RFP. The governance committee, or a subcommittee thereof, will meet with the ELO vendor on a regular basis to analyze data and ensure that the most recent data available is used to guide instructional changes.</p>	<p>Fall 2011</p>

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## TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.		
Implementation Guidance Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.		
Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	Proposed changes to School 6 include the complete removal of APA, the addition of a pre-K, and implementation of a new governance board. With these changes, the newly selected principal will create a new vision and mission for the school, which will focus on a strong academic curriculum and subsidiary programs.	Summer 2011
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).	<p>The district has created a Partnership Zone, or equivalent of, with Model for Urban School Transformation, or equivalent of, which will support the turnaround effort at Paterson's three eligible SIG schools - Napier, School 6, and School 10. The Model for Urban School Transformation, or equivalent of, was founded to raise student achievement by providing urban schools with research-based, practitioner-validated, quality education services in teacher training, leadership training, and education capacity building.</p> <p>The proposed Partnership Zone, or equivalent of, will operate as a mini-district specifically serving the needs of these three schools. Within a larger district, a Partnership Zone, or equivalent of, uses new forms of mutually accountable partnerships applied initially to small, purposefully organized clusters of schools to advance whole-district reform. As part of this approach, integrated programs will be research-based, specifically designed, personalized, and adjusted for each student. In addition to this, related social services will be implemented to address psycho-social needs of children and families.</p>	Fall 2011 – Spring 2012

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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

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<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p>	<p>In addition to the partnership with a university, or equivalent of, the new governance structure that will be implemented at School 6 allows St. Luke's Church and Community Development Center to be a larger stakeholder at the school. As previously mentioned, Reverend Clayton of St. Luke's will serve on the governance board for the school along with representatives from other stakeholder groups.</p> <p>As part of their role as a governing partner, St. Luke's will host supplementary, youth mentoring programs such as the Boys' Boot Camp, which supports boys through their most impressionable years with exposure to positive roles models, self-esteem building activities, and parent support. This program is staffed with positive men from the community that have a desire and commitment to improving the lives of young men and will include elements of physical education and healthy activity as well as group, team-building trips.</p> <p>The district intends to capitalize on the momentum generated by the SIG Needs Assessment process to create a Paterson Public Schools (PPS) Stakeholder Network, which will be launched in June 2011 as a pilot program at all three (3) SIG schools with the intention to expand the program district-wide by September 2012.</p> <p>Harnessing the enthusiasm parents, caretakers and family members expressed as a result of being asked their opinions during the needs assessment and ensured that their opinions would shape the SIG program, the PPS Stakeholder Network will create an opportunity for all stakeholders, including, but not limited to, parents, families, community members, business and non-profit leaders, and government officials, to participate meaningfully in key decisions and keep informed about the latest PPS news. Members of the PPS Stakeholder Network will be invited to special events and will serve as a link between the District and the surrounding community, sharing information with neighbors, friends and associates. All PPS Stakeholder Network</p>	<p>June 2011: PPS Stakeholder Network Pilot Program launches; School 10 SIG Stakeholder Committee forms</p> <p>July-August 2011: Office of Family and Community Engagement will meet with initial members of SIG Stakeholder Committee to plan for the upcoming school year</p> <p>September 2011: Launch of St. Luke's Boys Boot Camp</p> <p>September 2011: Publicity and first meeting of the PPS Stakeholder</p>

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## TURNAROUND PROJECT DESCRIPTION

LEA: <u>Paterson Public Schools</u>	Name of School: <u>School 6</u>	
	<p>activities will be closely aligned with the efforts undertaken by the district's Office of Family and Community Engagement, which will provide critical support for the establishment of the Network in conjunction with the district Turnaround Leader.</p> <p>The first step toward establishing a district-level PPS Stakeholder Network will be the formation of a SIG Stakeholder Committees at School 10. SIG Stakeholder Committee members will serve as the initial members of the PPS Stakeholder Network. During the 2011-2012 school year, members of the PPS Stakeholder Network will attend meetings arranged by the SIG Principal and Turnaround Leader and conducted by key members of the internal district team (IDT) to ensure that stakeholders are apprised of how the SIG programs are being implemented at each of the three (3) schools and are afforded an opportunity to provide meaningful input and feedback. The three tenets of the PPS Stakeholder Network are: <i>informed</i>, <i>involved</i>, and <i>invested</i>: all stakeholder groups will be <i>informed</i> of the latest developments in the SIG process, <i>involved</i> in making key decisions, and <i>invested</i> in School 10's success.</p>	Network
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	Part of the new PD plan at School 6 will incorporate special trainings which will help staff be able to work effectively with partnering organizations. This training will mostly be provided by the professional development partner.	
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	The governance committee will hold public meetings at St. Luke's on a quarterly basis for the purpose of reporting progress to and asking for feedback from all willing and participating parties.	

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### TURNAROUND PROJECT DESCRIPTION

LEA: Paterson Public Schools

Name of School: School 6

<b>Turnaround SIG Required Activity – 10:</b> Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
<b>Implementation Guidance</b> The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	In 2011, the District modified and implemented an enhanced accountability system to ensure fidelity in district instructional and curricular systems. The system includes student assessment data that is frequently aligned with district curriculum and state standards. Use of these assessments result in data that informs instructional and meets the individual student needs. The assessment tools include: 1) Lesson plans, which are monitored by the school leadership to insure they reflect program fidelity; 2) Pre-, mid-, and post-assessment for grades K-2; and 3) Learnia and District benchmarks assessments, which is administered for students grades 3-8 three times a year to determine student growth;	Fall 2011
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	Administrators, school leaders, and teachers can access student performance data through the <i>Performance Matters</i> system, and analysis student performance based on the relevant items included the following leading indicators: 1) Student participation rate on state assessments 2) Student attendance rate  Each of these database systems are maintained and operated by the Department of Curriculum, Professional Development and Instruction. By co-locating these systems within one department, the District ensures that personnel operating these systems frequently interact in order to improve the interfacing of each system over time.	Fall 2011

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	<p>The District also monitors student indicators using other related database management systems. These systems can also easily query student performance measures and generate performance reports. Other data systems track the following leading indicators:</p> <ol style="list-style-type: none"><li>1) The number of instructional minutes within the school year</li><li>2) Dropout rate</li><li>3) Student attendance rate</li><li>4) Discipline incidents</li><li>5) Truancy rate</li></ol> <p>Finally, the Department of Human Resources maintains and tracks information on the distribution of teacher attendance rates and teachers by performance level on the District's teacher evaluation system. The Human Resource Department is intimately involved in the implementation of School Improvement activities throughout the District and will work with any school improvement site to ensure that highly-qualified teachers are assigned to effectively and efficiently implement program plans.</p> <p>The following indicates of student performance are not relevant to primary school performance:</p> <ol style="list-style-type: none"><li>1) Number and percentage of students completing advanced coursework</li><li>2) Early-college high schools, and dual enrollment</li></ol>	
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## ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 6

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS						
For Each Grade Span: K-2	Running Records	Baseline	2012 Target	2013 Target	2014 Target	Math Benchmark	Baseline	2012 Target	2013 Target	2014 Target		
Total Students	Running Records	23%	43%	53%	63%	District Math Benchmark	45%	65%	75%	85%		
Students with Disabilities	Running Records	0%	10%	18%	26%	District Math Benchmark	25%	45%	55%	65%		
Limited English Proficient Students*	Running Records	20%	28%	36%	44%	District Math Benchmark	33%	53%	63%	73%		
White**	Running Records	0%	20%	30%	40%	District Math Benchmark	100%	100%	100%	100%		
African-American	Running Records	23%	43%	53%	63%	District Math Benchmark	38%	58%	68%	78%		
Asian/Pacific Islander***	Running Records	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a		
American Indian/Native American***	Running Records	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a		
Hispanic	Running Records	20%	40%	50%	60%	District Math Benchmark	55%	75%	85%	97%		
Others***	Running Records	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a		
Economically Disadvantaged	Running Records	23%	43%	53%	63%	District Math Benchmark	45%	65%	75%	85%		

\* less than 20 students

\*\* less than 5 students

\*\*\* less than 1 student

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## ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 6

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: K-2	Name of Measurement	2010 Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	2010 Baseline	2012 Target	2013 Target	2014 Target
Total Students	Terra Nova/ NJ PASS	11%	31%	41%	51%	Terra Nova/ NJ PASS	11%	31%	41%	51%
Students with Disabilities	Terra Nova/ NJ PASS	5%	15%	25%	35%	Terra Nova/ NJ PASS	5%	15%	25%	35%
Limited English Proficient Students*	Terra Nova/ NJ PASS	2%	12%	22%	33%	Terra Nova/ NJ PASS	12%	12%	22%	33%
White**	Terra Nova/ NJ PASS	0%	20%	30%	40%	Terra Nova/ NJ PASS	1%	20%	30%	40%
African-American	Terra Nova/ NJ PASS	8%	28%	38%	48%	Terra Nova/ NJ PASS	5%	25%	35%	45%
Asian/Pacific Islander***	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a
American Indian/Native American***	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a	Terra Nova/ NJ PASS	n/a	n/a	n/a	n/a
Hispanic	Terra Nova/ NJ PASS	3%	23%	33%	43%	Terra Nova/ NJ PASS	5%	15%	25%	35%
Others**	Terra Nova/ NJ PASS	0%	20%	30%	40%	Terra Nova/ NJ PASS	0%	20%	30%	40%
Economically Disadvantaged	Terra Nova/ NJ PASS	8%	28%	38%	48%	Terra Nova/ NJ PASS	11%	31%	41%	51%

\* less than 20 students  
 \*\* less than 5 students  
 \*\*\* less than 1 student

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## ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 6

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
		2010 Baseline	2012 Target	2013 Target	2014 Target		2010 Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <b>3-5</b>	State Assessment					State Assessment				
Total Students	State Assessment	14%	34%	54%	64%	State Assessment	19%	39%	49%	59%
Students with Disabilities	State Assessment	9%	19%	29%	39%	State Assessment	8%	18%	28%	38%
Limited English Proficient Students**	State Assessment	50%	60%	70%	80%	State Assessment	0%	10%	20%	30%
White**	State Assessment	0%	20%	30%	40%	State Assessment	0%	10%	20%	30%
African-American	State Assessment	14%	34%	44%	54%	State Assessment	19%	39%	49%	59%
Asian/Pacific Islander**	State Assessment	0%	20%	30%	40%	State Assessment	0%	10%	20%	30%
American Indian/Native American***	State Assessment	n/a	n/a	n/a	n/a	State Assessment	n/a	n/a	n/a	n/a
Hispanic	State Assessment	15%	35%	45%	55%	State Assessment	23%	43%	53%	63%
Others***	State Assessment	0%	20%	30%	40%	State Assessment	0%	20%	30%	40%
Economically Disadvantaged	State Assessment	15%	35%	45%	55%	State Assessment	20%	40%	50%	60%

- \* less than 20 students  
 \*\* less than 5 students  
 \*\*\* less than 1 student

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Date: April 5, 2011

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## ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 6

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS					
For Each Grade Span: 3-5	LAL Benchmark	Baseline	2012 Target	2013 Target	2014 Target	Math Benchmark	Baseline	2012 Target	2013 Target	2014 Target	
Total Students	District LAL Benchmark	33%	53%	63%	73%	District Math Benchmark	32%	52%	62%	72%	
Students with Disabilities	District LAL Benchmark	18%	28%	36%	44%	District Math Benchmark	13%	23%	31%	39%	
Limited English Proficient Students*	District LAL Benchmark	25%	35%	43%	51%	District Math Benchmark	25%	35%	43%	51%	
White**	District LAL Benchmark	50%	70%	80%	90%	District Math Benchmark	0%	20%	30%	40%	
African-American	District LAL Benchmark	30%	50%	60%	70%	District Math Benchmark	30%	50%	60%	70%	
Asian/Pacific Islander**	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a	
American Indian/Native American***	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a	
Hispanic	District LAL Benchmark	43%	63%	73%	83%	District Math Benchmark	44%	64%	74%	84%	
Others***	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a	
Economically Disadvantaged	District LAL Benchmark	33%	53%	63%	73%	District Math Benchmark	32%	52%	62%	72%	

\* less than 20 students

\*\* less than 5 students

\*\*\* less than 1 student

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## ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 6

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
		2010 Baseline	2012 Target	2013 Target	2014 Target		2010 Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <b>6-8</b>										
Total Students	State Assessment	15%	35%	45%	55%	State Assessment	24%	44%	54%	64%
Students with Disabilities	State Assessment	3%	13%	23%	33%	State Assessment	18%	28%	38%	48%
Limited English Proficient Students*	State Assessment	9%	19%	29%	39%	State Assessment	27%	37%	47%	57%
White**	State Assessment	33%	53%	63%	73%	State Assessment	33%	53%	63%	73%
African-American	State Assessment	12%	42%	52%	62%	State Assessment	19%	39%	49%	59%
Asian/Pacific Islander**	State Assessment	n/a	n/a	n/a	n/a	State Assessment	n/a	n/a	n/a	n/a
American Indian/Native American***	State Assessment	n/a	n/a	n/a	n/a	State Assessment	n/a	n/a	n/a	n/a
Hispanic	State Assessment	36%	56%	66%	76%	State Assessment	40%	60%	70%	80%
Others***	State Assessment	n/a	n/a	n/a	n/a	State Assessment	n/a	n/a	n/a	n/a
Economically Disadvantaged	State Assessment	15%	35%	45%	55%	State Assessment	23%	43%	53%	63%

\* less than 20 students

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## ANNUAL STUDENT TARGETS

LEA : Paterson Public Schools

Name of School: School 6

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 6-8	District LAL Benchmark	Baseline	2012 Target	2013 Target	2014 Target	District Math Benchmark	Baseline	2012 Target	2013 Target	2014 Target
Total Students	District LAL Benchmark	42%	62%	72%	82%	District Math Benchmark	20%	40%	50%	60%
Students with Disabilities	District LAL Benchmark	14%	24%	32%	40%	District Math Benchmark	10%	20%	28%	36%
Limited English Proficient Students*	District LAL Benchmark	63%	73%	81%	89%	District Math Benchmark	17%	27%	35%	43%
White**	District LAL Benchmark	33%	53%	63%	73%	District Math Benchmark	67%	87%	97%	100%
African-American	District LAL Benchmark	35%	55%	65%	75%	District Math Benchmark	17%	37%	47%	57%
Asian/Pacific Islander**	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
American Indian/Native American***	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Hispanic	District LAL Benchmark	66%	86%	96%	100%	District Math Benchmark	26%	46%	56%	76%
Others***	District LAL Benchmark	n/a	n/a	n/a	n/a	District Math Benchmark	n/a	n/a	n/a	n/a
Economically Disadvantaged	District LAL Benchmark	42%	62%	72%	82%	District Math Benchmark	19%	29%	39%	49%

\* less than 20 students  
 \*\* less than 5 students  
 \*\*\* less than 1 student

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

<b>SIG Required Activity – 1 Turnaround</b>		Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, instructional protocols, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.								
<b>SMART Goal:</b>		The principals will 100% anchored in school improvement practices and strategies to make rapid and substantial changes. The principal will craft and share the mission, vision and expected goals of the school. The principal will redesign the teaching and learning structure within the school to a plan of student for each student.								
<b>Indicators of Success:</b>		1. There is a demonstration and unrelenting focus on evidence-based teaching and learning by holding all teachers accountable to high standards within all school environs. 2. There is an understanding of the mission, vision, and goals of the schools by teachers, students, and all stakeholders. 3. There is a culture of trust, continuous improvement, and accountability for performance. 4. There is a structure time for learning that is based on the needs of the students within the school that accounts for enrichment, core instruction and intervention services.								
<b>SBR Practice to Address Goal:</b>		Johnson, J.F., and Asera, R. (Eds.). (1999). <i>Hope for urban education: a study of nine high-performing, high-poverty, urban elementary schools</i> . Washington, DC: Policy Studies Associates and The University of Texas at Austin, The Charles A. Dana Center. Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson, et al., Learning from Leadership: Investigating the Links to Improved Student Learning, Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, 2010, 42, 50								
Description of Action Steps		Person(s) Responsible	Resources		Documentation		Q1	Q2	Q3	Q4
1	The principal will choose appropriate staff for the school and to deploy staff members carefully to meet the student needs.	Principal; Turnaround Leader; Fiscal Monitor	Budget Evaluations Research guides Student data		Agendas Notes		X	X	X	X
2	To provide every student with a quality educational program, the principal will assure that every teacher is a skilled instructional expert that is characterized by the work produced during the hiring process.	Principal ; Turnaround Leader; Fiscal Monitor	Budget Evaluations Research guides Student data		Agendas Notes		X	X	X	X
3	The principal will work with staff and district personnel to create a schedule that include longer school day with each class meeting a	Principal Scheduler Teachers	Evaluations Research guides Student data		Agendas Notes		X	X	X	X

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

	longer time.	District support Reading Specialist					
4	The principal will improve learning by motivating teachers and by creating “professional communities” – in which teachers are no longer acting in isolation but give each other help and guidance to improve instructional practices.	Principal	Evaluations Research guides Student data	Agendas Notes	X	X	X
5	The principal will conduct walkthroughs and observations in an effort to provide instructional feedback. Teachers will be rated accordingly and provided with the necessary supports to improve practices and student outcomes.	Principal	Evaluations Research guides Student data	Agendas Notes	X	X	X



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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

SIG Required Activity – 2 Turnaround		Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.						
SMART Goal:		By June 2011, a measuring system to measure the effectiveness of teachers in content area knowledge and pedagogy in instructional strategies that include a variety of challenging and engaging activities during the hiring process. 1. Teachers will receive necessary Professional Development and trainings in areas where they are lacking 2. Teachers will receive higher scores on their periodic evaluations with accompanied instructional feedback.						
Indicators of Success:								
SBR Practice to Address Goal:		A summary report is available from the online Educational Resources Information Center as ED490688. Shellingner, Mark, “Alternative School Administration Study,” October 11, 2005, <a href="http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/c3/66.pdf">http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/c3/66.pdf</a>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	A new “Petition for Consideration” will be created specifically for staff members at School 6	Principal; SIG Steering Committee; Turnaround Leader	Evaluations Resumes Applications	Meeting agenda and minutes	X			
2	Identified staff members will be provided with the necessary preparation to work within SIG school(i.e.: professional development, staff schedule, etc.)	District administrators	Evaluations Resumes Applications	Petition for Consideration	X			
3	Principal will share mission, vision, goal for the school year with incremental goals	Principal	Evaluations Resumes Applications	Notes	X			
4	A new rubric for teacher evaluations will be created and shared with teachers. Teacher performance will be monitored throughout the year and instructional feedback will be frequent to approximately eight times per quarter.	District administrators; Principal	Evaluations Student Work	Evaluation forms	X	X	X	X

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### PROJECT ACTIVITY PLAN - TURNAROUND

**LEA:** Paterson Public Schools

**Name of School:** School 6

<b>SIG Required Activity – 3</b>		Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.						
<b>SMART Goal:</b>		By July 2011, strategies will be in place to recruit, place, and retain 100% of the teachers hired that are highly qualified and certificated in content area in grades 5-8 to fit the vision of the school and its context to work with a challenging student body.						
<b>Indicators of Success:</b>		1. Classroom activities are rigorous, engaging, and aligned with core content standards. 2. Increase in student engagement and test scores						
<b>SBR Practice to Address Goal:</b>		Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, <i>How Leadership Influences Student Learning</i> , (Executive Summary), University of Minnesota and University of Toronto, commissioned by The Wallace Foundation, 2004, 3 (downloadable at <a href="http://www.wallacefoundation.org">www.wallacefoundation.org</a> .)						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	The principal set standards that spell out clear expectations about what teachers need to know and do to improve instruction and learning and that form the basis for holding them accountable for results.	Principal;	Evaluations Resumes Applications	Evaluation Forms	X	X	X	X
2	The principal will ensure that teachers have the skills and capacities to meet the standards and are well prepared for the realities and demands of their jobs in school 6.	Principal;	Evaluations Resumes Applications	Request Forms	X	X	X	X
3	The principal will hire, place and evaluate teachers that support the meeting of standards and student learning goals.	Principal;	Evaluations Resumes Applications	Evaluation Forms	X	X	X	X
4	Teachers will be enrolled and encouraged to participate in additional certification courses.	Principal;	Evaluations Resumes Applications	Request Forms	X	X	X	X

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

<b>SIG Required Activity – 4 Turnaround</b>		Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
<b>SMART Goal:</b>		By June 2012 100% of the teachers will be trained in and using scientifically based strategies by participating in intensive continuous professional development programs provided by vendors.						
<b>Indicators of Success:</b>		1. Improvement in student engagement as determined by walkthrough documentation 2. Improvement in rigor of assignments as indicated in lesson planning						
<b>SBR Practice to Address Goal:</b>		Darling-Hammond, L., "Teacher Learning That Supports Learning," Educational Leadership, 1998. Darling-Hammond, L., and McLaughlin, M.W., "Policies That Support Professional Development in an Era of Reform," Phi Delta Kappan, 1995. Reprint by MiddleWeb. WestED, "Teachers Who Learn, Kids Who Achieve: A Look at Schools Classroom Instruction that Works by Robert Marzano , 2000						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Post RFP/Q for a university and/or business industry partnership specializing in urban school 6 transformation	School Administrators Principal; Fiscal Monitor NTO Central Office Administrators	SIG	RFP	X			
2.	Review applications and select provider	School Administrators Principal NTO Central Office Administrators	SIG Bid Process Select a provider	Board Action	X			
3	Develop an MOU for School 6 and university partnership	School Administrators Principal; Fiscal Monitor NTO Central Office Administrators	SIG	MOU	X			
4	Collaborate to develop a professional development model program to encompass study groups, job-embedded in- class coaching, and grade level meeting support.	School Administrators Principal NTO Central Office Administrators University Partnership	SIG	Schedule Agenda(s)	X			

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## PROJECT ACTIVITY PLAN - TURNAROUND

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Name of School: School 6

5	University partnership provides offer job-embedded professional development for at least two hours each week with every teacher (modeling, coaching, and team teaching)	School Administrators Principal NTO Reading Specialist Central Office Administrators University Partnership Teaching Staff	SIG University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	X			
6	University partnership provides focused grade level meeting led by a university staff who focuses on curriculum alignment and assessment.	School Administrators Principal NTO Central Office Administrators Reading Specialists University Partnership Teaching Staff	SIG University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	X			
7	University partnership(s) provides professional learning communities focusing on culture, climate, behavior modification, and teaching and learning.	School Administrators Principal NTO Reading Specialists Central Office Administrators University Partnership Teaching Staff	University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	X	X	X	X
8	Use the data generated from Performance Matters to identify strengths and weaknesses of students across classrooms, grade-spans, and the school as a whole.	School Administrators Principal NTO Reading Specialists Central Office Administrators University Partnership Teaching Staff	University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	X	X	X	X
9	Rigorous and relevant content through differentiated instruction based on student needs and background will be evident in teacher lesson plans.	School Administrators Principal NTO Reading Specialists	University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)	X	X	X	X

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

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		Central Office Administrators University Partnership Teaching Staff				
10	Observed classroom instruction will observed and receive feedback from school leadership to strength teacher practice using systematic walkthroughs to collect information on instructional strategies.	School Administrators Principal Reading Specialists NTO Central Office Administrators University Partnership Teaching Staff	University staff Research guides	Schedules Agenda(s) Sign-in documentation Handout(s)		

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

<b>SIG Required Activity – 5</b>		Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.						
<b>SMART Goal:</b>		By September 2011, a new governance structure will be in place which will include a consortium of stakeholders including a new principal, St. Luke's Baptist Church, and University Partnership						
<b>Indicators of Success:</b>		1. Community will work closer and more efficiently with school leadership 2. Decrease in violence and disciplinary action at the school and in the community						
<b>SBR Practice to Address Goal:</b>		Copland, M. (2003). Leadership of inquiry: Building and sustaining capacity for school improvement. Educational Evaluation and Policy Analysis, 25(4), 375-396.						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	Determine members of the school governance structure and execute comprehensive Memorandum of Understanding with all parties	Principal; Turnaround Leader District Personnel Supervisor; Partnering agencies	Research	MOU documenting support and participation	X			
2	Establish a joint vision, mission, commitment, responsibilities and outcomes for the “new” School 6	Principal; Turnaround Leader Partnering agencies Reading Specialist	Research	School Improvement Plan	X			
3	Provide research-based, practitioner-validated, quality education services in teacher training, leadership training, and education capacity building.	Principal; Turnaround Leader Reading Specialist University program for Urban Schools	Research	MOU	X	X	X	X
4	Create a Paterson Public Schools (PPS) Stakeholder Network and hold meetings quarterly throughout the school year	Principal ; Turnaround Leader District Personnel; Supervisor Partnering agencies Reading Specialist	Research	District Plan; Meeting agenda	X	X	X	X

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

<b>SIG Required Activity – 6 Turnaround</b>		Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.						
<b>SMART Goal:</b>		During the 2011-2012 school year, data will be disaggregated and made accessible to teaching staff so that they can adjust and refine their instructional methods.						
<b>Indicators of Success:</b>		1. Teachers will access data easily and more frequently 2. Teachers will digest and utilize data analysis in order to adjust classroom instructional methods						
<b>SBR Practice to Address Goal:</b>		Picucci, A.C., Brownson, A., Kahler, R., and Sobel, A. (2002b). Driven to succeed: high-performing, high-poverty, turnaround middle schools. Volume II: case studies of high-performing, high-poverty, turnaround middle schools. Austin, TX: The University of Texas at Austin, The Charles A. Dana Center.						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	The principal will create a team of educators create clearly defined focused questions that will help the school's improvement efforts.	Principal	Research guides Student work Benchmark reports Lesson plans	Notes Agenda Meeting Minutes Reports	X	X	X	X
2	The principal and school leader team will collaborate to analysis data that help look more deeply at the school's improvement efforts.	Teachers; Principal; Reading Specialists	Research guides Student work Benchmark reports Lesson plans	Notes Agenda Meeting Minutes Reports	X	X	X	X
3	The principal and school leadership team will look specifically at how school policies, teacher beliefs, teaching and learning conditions, and teaching practice could affect student achievement.	Teachers; Principal; Reading Specialists	Research guides Student work Benchmark reports Lesson plans	Notes Agenda Meeting Minutes Reports	X	X	X	X
4	The principal and leadership team will base their decisions on objective data.	Teachers; Principal; Reading Specialists	Research guides Student work Benchmark reports Lesson plans	Notes Agenda Meeting Minutes Reports	X	X	X	X

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

SIG Required Activity – 7 Turnaround		Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.						
SMART Goal:		By June 2012, all teachers and the new principal will discuss individual student progress and identify areas where students are in need of additional and differentiated instruction, especially in regards to literacy and technology.						
Indicators of Success:		1. Integration of writing as writing to learn and learning to write in other subjects 2. Teachers effectively utilize technology in the classroom as a learning tool						
SBR Practice to Address Goal:		Abbott, D. V. (2008). A functionality framework for educational organizations: Achieving accountability at scale. In E. Mandinach & M. Honey (Eds.), Data driven school improvement: Linking data and learning (pp. 257–276). New York: Teachers College Press. Halverson, R., Grigg, J., Pritchett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in schools. Journal of School Leadership, 17(2), 158–193. Halverson, R., Pritchett, R. B., & Watson, J. G. (2007). Formative feedback systems and the new instructional leadership. Madison, WI: University of Wisconsin. Halverson, R., & Thomas, C. N. (2007). The roles and practices of student services staff as data-driven instructional leaders. In M. Mangin & S. Stoelinga (Eds.), Instructional teachers leadership roles: Using research to inform and reform (pp. 163–200)						
	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	The principal, Reading Specialist and the teachers will adopt a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs.	Principal Teachers; Reading Specialist	Research Lesson plans Student work Notes	Lesson plans Agenda Reports Minutes	X	X	X	X
2	The principal, Reading Specialist and the teachers will use a cyclical process of using data to improve instruction infusing technology to increase student engagement.	Principal Teachers; Reading Specialist	Research Lesson plans Student work Notes Technology devices	Lesson plans Agenda Reports Minutes	X	X	X	X
3	The principal, Reading Specialist, and teachers will collect and prepare data about student learning from a variety of relevant sources, including annual, interim, and classroom assessment data.	Principal Teachers; Reading Specialist	Research Lesson plans Student work Notes	Lesson plans Agenda Reports Minutes	X	X	X	X
4	After preparing data for examination, teachers will interpret the data and develop hypotheses	Principal Teachers;	Research Lesson plans	Lesson plans Agenda	X	X	X	X



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## PROJECT ACTIVITY PLAN - TURNAROUND

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	about factors contributing to students' performance and the specific actions they can take to meet students' needs.	Reading Specialist	Student work Notes	Reports Minutes				
5	Teachers then will test these hypotheses by implementing changes to their instructional practice.	Principal Teachers; Reading Specialist	Research Lesson plans Student work Notes	Lesson plans Agenda Reports Minutes	X	X	X	X
6	Finally, they will restart the cycle by collecting and interpreting new student performance data to evaluate their own instructional changes.	Principal Teachers; Reading Specialist	Research Lesson plans Student work Notes	Lesson plans Agenda Reports Minutes	X	X	X	X

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

SIG Required Activity – 8 Turnaround		Establish schedules and implement strategies that provide increased learning time for all students.						
SMART Goal:		During the 2011-2012 school year, a new schedule will be in place for extended learning opportunities and, if needed, an external provider will be hired to fulfill this requirement.						
Indicators of Success:		1. Increase in student test scores 2. Students meet benchmark requirements and make constant progress						
SBR Practice to Address Goal:		Bott, J. (2006). Linking school and after school: Strategies for success. <i>The Evaluation Exchange</i> , 12(1 & 2), 2–6. Choy, S.P., Henke, R.R., Alt, M.N., Medrich, E.A., and Bobbitt, S.A. (1993). Schools and Staffing in the United States: A Statistical Profile, 1990–91. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement (NCES Report No. 93–146). Wilson, S. (Ed.). (2009). Teacher Quality. Washington, DC: National Academy of Education, Education Policy White Papers Project. Retrieved from <a href="https://www.naeducation.org/Teacher_Quality_White_Paper.pdf">https://www.naeducation.org/Teacher_Quality_White_Paper.pdf</a>						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Provide supplemental educational services (SES) to all required parties, including parents and students	District Supervisor; partnering agencies Principal	Research	School Improvement Plan	X	X	X	X
2	Provide ESL classes to parents at night and on the weekend	Principal District Supervisor; partnering agencies	Research	School Improvement Plan; MOU	X	X	X	X
3	Provide weekend enrichment courses and activities for students	Principal District Supervisor; partnering agencies	Research	MOU	X	X	X	X
4	Utilize space at St. Luke’s and the Danforth Library as needed for any out-of-school learning activities	Principal District Supervisor; partnering agencies	Research	MOU	X	X	X	X
5	Extended learning opportunities will be offered by an experienced vendor during year one	Vendor Reading Specialists School leadership team Technical Consultants i.e. math, science and technology	Vendor	Curriculum for ELO Plans	X	X	X	X
6	Content presented during extended learning time will be aligned with curriculum	Principal District curriculum	Curriculum ELO research	Curriculum for ELO Plans	X	X	X	X

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**PROJECT ACTIVITY PLAN - TURNAROUND**

**LEA:** Paterson Public Schools

**Name of School:** School 6

		specialists Reading Specialists					
		School leadership team Technical Consultants i.e. math, science and technology					

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### PROJECT ACTIVITY PLAN - TURNAROUND

**LEA:** Paterson Public Schools

**Name of School:** School 6

<b>SIG Required Activity – 9 Turnaround</b>		Provide appropriate social-emotional and community-oriented services and supports for students.						
<b>SMART Goal:</b>		School 6 will strengthen relationships with community service organizations such as St. Luke's Church and Community Development Center which will provide services to School 6 community members						
<b>Indicators of Success:</b>		1. Increased involvement of parents and community members at the school 2. Increase in general well-being of parents and families in the community						
<b>SBR Practice to Address Goal:</b>		Michael DiPaola & Megan Tschannen-Moran, "The Principal at a Crossroads: A Study of the Conditions and Concerns of Principals," 2003, NASSP Bulletin, Vol. 87, No. 634, 43-65. Martin, Patricia, "Transforming School Counseling: A National Perspective" Theory into Practice, 2002, Vol 41, No. 3, Lawrence Erlbaum Associates, Inc., 148-153.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Families and community members can seek and receive needed mental health services and/or social services and seminars	St. Luke's / Reverend Clayton; Mental Health professional/ Counselor	Research	School Improvement Plan; Participation request forms	X	X	X	X
2	Students participate in mentoring programs and other volunteer work that benefits the community	St. Luke's / Reverend Clayton;	Research	Enrollment data; Permissions slips	X	X	X	X
3	Students and community members participate in anti-gang / anti-violence programs	St. Luke's / Reverend Clayton; School security officers	Research	Enrollment data; Permissions slips	X	X	X	X
4	Families and community members have access to alcohol and substance abuse programs/seminars	St. Luke's / Reverend Clayton; Counselor	Research	Enrollment data; Permissions slips	X	X	X	X

# Form S-9

Date: April 20, 2011

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## PROJECT ACTIVITY PLAN - TURNAROUND

LEA: Paterson Public Schools

Name of School: School 6

SIG Required Activity – 10 Turnaround		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:		During the 2011-2012 school year, a standardized data system will be in place and highly utilized by all staff members and administrators at School 6.						
Indicators of Success:		1. Increase in differentiated classroom instruction 2. Increase in student engagement and test scores						
SBR Practice to Address Goal:		Murphy, J. (2007). Restructuring through learning-focused leadership. In H. Walberg (Ed.), <i>Handbook on restructuring and substantial school improvement</i> (pp. 71–84). Lincoln, IL: Center on Innovation and Improvement. Supovitz, J. A., & Klein, V. (2003). <i>Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement</i> . Philadelphia, PA: University of Pennsylvania, Consortium for Policy Research in Education.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Data is collected once per marking period through benchmark assessment exams.	Teachers Supervisor	Research	Data reports	X	X	X	X
2	Test sheets are submitted to the district's assessment department and entered into the "Performance Matters" system from there.	Teachers; Assessment Dept. Supervisor	Research	Data reports	X	X	X	X
3	Teachers will be required to access data system "Performance Matters" at least twice per month throughout the school year.	Teachers Supervisor	Research	Monitoring reports	X	X	X	X
4	Access to Performance Matters will be monitored by leaders on the grade, school, and district levels.	Principal; Teacher leaders; Assessment Dept. Supervisor	Research	Monitoring reports	X	X	X	X
5.	Principal will assume responsibility, or select a designee, to collect and maintain data on the nine leading indicators on a continuing basis	Principal or designee Turnaround Leader	Indicator database	Database reports	X	X	X	X
6.	The Principal or designee will forward data on the nine indicators to the central office on a monthly basis	Principal or designee Turnaround Leader	Indicator database	Database reports	X	X	X	X
7.	The central office will designate an Financial Analyst to assume responsibility for maintaining on nine leading indicators from all SIG schools	Financial Analyst	Indicator database	Database reports	X	X	X	X

**Form S-9**

**Date:** April 20, 2011

Page **16** of **16**

**PROJECT ACTIVITY PLAN - TURNAROUND**

**LEA:** Paterson Public Schools

**Name of School:** School 6

8	Financial Analyst will communicate with the NJDOE on progress toward data collection about the nine leading indicators	Financial Analyst NTO	NJDOE	Database report	X	X	X	X
9	Financial Analyst will prepare and submit reports to NJDOE on nine leading indicators	Financial Analyst	Indicator database	NJDOE report	X	X	X	X

# Form S-10

Date: April 20, 2011  
Page 1 of 7

## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

### BUDGET AMOUNTS

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
	\$170,500	\$2,000,000			
LEA					
Total Budget					

### Budget Narrative

#### Personnel Services- Salaries

	Year 1	Year 2	Year 3	Total request
<p>Turnaround Leader \$120,000/year x 33%= \$40,000 (to be shared between 3 SIG schools)</p> <p>The Turnaround Leader will oversee implementation of the SIG program at School 10 as well as Napier Academy and School 6 in collaboration with the SIG principal, IDT, and NTO. The Turnaround Leader will devote 100% of his/her time to project implementation and will report directly to the superintendent. Because the new principal will be responsible for all school operations, support from a Turnaround Leader who does nothing but focus on the program is essential.</p>	\$40,000	\$40,000	\$40,000	\$120,000
<p>SIG Fiscal Specialist \$75,000 x 33%= \$24,750 (to be shared between 3 SIG schools)</p> <p>The SIG Fiscal Specialist will be responsible for overseeing the implementation of budget items, including</p>	\$24,750	\$24,750	\$24,750	\$74,250

# Form S-10

Date: April 20, 2011

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## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

Teacher pay for extended learning time \$34/hour x 100 hours x 50 teachers= \$510,000	\$170,000 100 hours PD (ELO)	0	0	\$170,000	
Extended Day: 50 Teachers x 300 hrs x \$34 per Hour = \$510,000		\$510,000	\$510,000	\$1,020,000	
<b>Pre-Implementation Cost</b> Teacher pay for Summer Institute (10 days during August 2011)	\$102,000	\$102,000	\$102,000	\$306,000	
2 FTE Reading Specialist @ \$75,000 each	\$150,000	\$150,000	\$150,000	\$450,000	
4 Teachers @6.5 hours x 32 days @ \$34 per hour for the William Paterson University Program	\$28,288	\$28,288	\$28,288	\$84,864	
<b>TOTAL</b>	<b>\$515,038</b>	<b>\$855,038</b>	<b>\$855,038</b>	<b>\$2,225,114</b>	

### Personal Services- Employee Benefits

	Year 1	Year 2	Year 3	Total request
Turnaround Leader \$40,000/year x42% fringe= \$189,675	\$21,760	\$21,760	\$21,760	\$65,280
SIG Fiscal Specialist \$24,750 x 34%= \$25,467	\$8,489	\$8,489	\$8,489	\$25,467
Teacher pay for extended learning time for 50 teachers for 200 hours = \$340,000 x 7.65% = \$39,015 YEAR 3	\$13,005	0	0	\$13,005
Extended Day: 50 Teachers x 300 hours x \$34 per hour = \$510,00 x .765% =	0	\$39,015	\$39,015	\$78,030



# Form S-10

Date: April 20, 2011

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## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

2 Reading Specialist @ \$75,000 x 42% each = \$189,675	\$63,225	\$63,225	\$63,225	\$189,675
4 Teachers @ 6.5 hrs for 32 days for the William Paterson University Program \$24,288 x 3 years = \$84,864 x 7.65% = \$6,492	\$2,164	\$2,164	\$2,164	\$6,492
<b>Pre-Implementation Cost</b> Summer Institute at School 6 for teachers (10 Days during August 2011) 6 hours/day x 10 days = 60 hours x \$34/hour = \$2,040/teacher x 50 teachers = \$102,000 = \$306,000	\$7,803	\$7,803	\$7,803	\$23,409
<b>TOTAL</b>	<b>\$116,446</b>	<b>\$142,456</b>	<b>\$142,456</b>	<b>\$401,358</b>

### Purchased Professional and Technical Services

	Year 1	Year 2	Year 3	Total request
<i>Year One:</i> Six (6) Educational consultants from University Partnership or equivalent will be on site for six (6) hours per day, two (2) days per week to create a highly effective professional development system for teachers and administrators focused on delivering quality instruction and aligned with the learning needs of each student (including <u>in-class coaching and modeling</u> ) \$175/hour x 2,160 hours= \$378,000	\$378,000	\$378,000	\$378,000	\$1,134,000
<i>Year Two:</i> Six (6) Educational consultants from University Partnership or equivalent will create a highly effective professional development system for				

# Form S-10

Date: April 20, 2011

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## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

<p>teachers and administrators focused on delivering quality instruction and aligned with the learning needs of each student (including <u>in-class coaching and modeling</u>)</p> <p>\$175/hour x 2,160 hours= \$378,000</p> <p><i>Year Three:</i> Four (4) Educational consultants from University Partnership or equivalent will create a highly effective professional development system for teachers and administrators focused on delivering quality instruction and aligned with the learning needs of each student (including <u>in-class coaching and modeling</u>)</p> <p>\$175/hour x 1,440 hours= \$252,000</p>					
<p>Professional development on effective use of extended learning time</p> <p>\$2,000/day x 10 days= \$20,000</p>	\$20,000	\$20,000	\$20,000	\$60,000	
<p>Seminars on parental involvement to be coordinated by governance committee (including St. Luke's Baptist Church and Seton Hall University)</p> <p>\$1,000 x 10 = \$10,000</p>	\$10,000	\$10,000	\$10,000	\$30,000	
<p>Professional development on team building and discipline</p> <p>\$2,000/day x 20 days= \$40,000</p>	\$40,000	\$40,000	\$40,000	\$120,000	
<p>A vendor for a Behavioral Modification Program (BMP) that will train teachers and leadership on effective disciplinary methods utilizing resources and expertise for professional development.</p>	\$117,000	\$117,000	\$117,000	\$351,000	

# Form S-10

Date: April 20, 2011

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## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

<b>Pre-Implementation</b> Scheduling experts to assist principal during summer 2011 \$200/hour x 80 hours= \$16,000	\$16,000	\$16,000	\$16,000	\$48,000
<b>Pre-Implementation (May-August 2011)</b> Three (3) educational consultants from University Partnership or equivalent will attend the required retreat, read and organize documents and collect assessments \$175/hour x 300 hours= \$52,500	\$52,500	\$52,000	\$52,000	\$156,000
William Paterson University Youth Program for 187 Students for 6.5. hrs each day for 32 days	\$106,777	\$106,777	\$106,777	\$320,331
Extended Learning Opportunity (ELO) for Pre K -8 Students which includes 300 hours for Pre-K-5 and 180 hours for Grades 6-8 (includes instructor and student materials.	\$319,802	0	0	\$319,802
<b>TOTAL</b>	<b>\$1,060,079</b>	<b>\$739,777</b>	<b>\$739,777</b>	<b>\$2,539,633</b>

### Supplies and Materials

	Year 1	Year 2	Year 3	Total request
21.5" Apple iMac desktop computers (LED/3.20GHz/2x2GB/1TB/5670/SuperDrive/WLMKB) for classroom use for project-based learning and center-based lessons and assessments	\$60,720	\$60,720	\$60,720	\$182,160

# Form S-10

Date: April 20, 2011

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## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

\$1,518 x 3/classroom x 40 classrooms= \$182,160				
Mac Software Collection License + 12 months maintenance for 40 laptop and 120 desktop computers 100 license bundle 25 license bundle	\$2,262	\$2,262	\$2,262	\$6,786
Mac OS Snow Leopard operating system for laptop and desktop computers \$29/each x 160 computers = \$4,640	\$1,682	\$1,682	\$1,682	\$5,046
Printers for each classroom \$300 x 40 classrooms= \$12,000	\$12,000	0	0	\$12,000
Handheld devices (Apple iPad 16GB including AppleCare Protection Plan and Auto Enroll) for student use to practice individual skills, enhance classroom instruction and facilitate differentiated learning 10 pack	\$167,400	\$133,692	\$133,692	\$434,784
<b>TOTAL</b>	<b>\$244,064</b>	<b>198,356</b>	<b>198,356</b>	<b>\$640,776</b>

Equipment				
N/A	Year 1	Year 2	Year 3	Total request
	0	0	0	0

Other Buses/Refreshments				
	Year 1	Year 2	Year 3	Total request

# Form S-10

Date: April 20, 2011

Page 1 of 7

## THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Paterson Public Schools

Name of School: School 6

Breakfast and buses for the William Paterson Youth Program	61,505	61,505	61,505	184,515
Refreshments for parent/family community Outreach nights \$200/event x 10 events	2,868	2,868	2,868	\$8,604
<b>Total</b>	<b>64,373</b>	<b>64,373</b>	<b>64,373</b>	<b>193,119</b>

**Total Year One Costs: \$2,000,000**

**Total Year Two Costs: \$2,000,000**

**Total Year Three Costs: \$2,000,000**

**TOTAL DIRECT COSTS: \$6,000,000**

**TOTAL INDIRECT COSTS: -0-**

**TOTAL COSTS: \$6,000,000**

# BUDGET DETAIL FORM A

### Personal Services - Salaries

## Function & Object Codes 100-100 and 200-100

Date: April 20, 2011  
Page \_\_\_\_\_ of \_\_\_\_\_

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 6, Paterson Public Schools

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

<b>PROGRAM GOAL/ OBJECTIVE/ ACTIVITY</b>	<b>FUNCTION &amp; OBJECT CODE</b>	<b>POSITION/NAME</b>	<b>COST CALCULATION</b>	<b>GRANT REQUEST AMOUNT</b>
4.1.5.6.7.8.9.10 5.1.2.3.4 6.1.2.3.4 7.1.1.2.3.4.5.6	100-100	2 FTE Reading Specialist	2 FTE Reading Specialist @ \$75,000 (includes \$4,500 stipend)	\$150,000
1.1.1.2	200-100	SIG Fiscal Specialist	\$75,000 x 33%= \$24,750	\$24,750
2.1.2 4.1.5.6.7.8 10.1.3.4	200-100	Teacher pay for extended learning time	\$34/hour x 100 hours x 50 teachers= \$170,000	\$170,000
4.1.5.6.7.8 10.1.3.4	200-100	<b>Pre-Implementation Cost</b> Summer Institute at School 10 for teachers (10 days during August 2011)	6 hours/day x 10 days= 60 hours x \$34/hour = \$2,040/teacher \$2,040 x 50 teachers= \$102,000	\$102,000
8.1.3	100-100	4 Teachers for the W/P U Youth Program	4 Teachers @ 6.5 hrs x 32 days for William Paterson University Program	\$28,288
1.1.2 2.1.1 5.1.2.3.4	200-100	1 Turnaround Leader (to be shared between 3 schools district-wide)	\$120,000 total salary = \$40,000 per school	\$40,000
		Total		\$515,038

**BUDGET DETAIL FORM B**  
*Personal Services – Employee Benefits*  
*Function & Object Code 200-200*

**NGO TITLE:** School Improvement Grant

**SCHOOL NAME:** School 6, Paterson Public Schools

[illegible]

# S-13

## BUDGET DETAIL FORM C

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: April 20, 2011  
Page \_\_\_\_ of \_\_\_\_

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6, Paterson Public Schools

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.  
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
4.1.1.4.5.6.8.9.10	200-300	Six (6) Educational consultants from University Partnership or equivalent of will be on site for six (6) hours per day, two (2) days per week to create a highly effective professional development system for teachers and administrators focused on delivering quality instruction and aligned with the learning needs of each student (including in-class coaching and modeling) \$175/hour x 2,160 hours= \$368,000	\$175/hour	2,160 hours	\$378,000
4.1.1.4.5.6.8.9.10	200-300	Professional development on effective use of extended learning time \$2,000/day x 10 days= \$20,000	\$2,000/day	10 days	\$20,000
9.1.1.4	200-300	Seminars on parental involvement to be coordinated by governance committee (including St. Luke's Baptist Church and University Partnership or equivalent of) \$1,000 x 10 = \$10,000	\$1,000/day	10 days	\$10,000
4.1.1.7	200-300	Professional development on team building and discipline \$2,000/day x 20 days= \$40,000	\$2,000/day	20 days	\$40,000



# S-13

## BUDGET DETAIL FORM C

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: April 20, 2011  
Page \_\_\_\_ of \_\_\_\_

NGO TITLE: School Improvement Grant	
SCHOOL NAME: School 6, Paterson Public Schools	

4.1.1.7	200-300	A vendor for a Behavioral Modification Program (BMP) that will train teachers and leadership on effective disciplinary methods utilizing resources and expertise for professional development.	\$117,000	180/day	\$117,000
1.3.3	200-300	<b>Pre-Implementation</b> Scheduling experts to assist principal during summer 2011 \$200/hour x 80 hours= \$16,000	\$200/hour	80 hours	\$16,000

**S-13****BUDGET DETAIL FORM C**

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: April 20, 2011  
Page \_\_\_\_ of \_\_\_\_

**NGO TITLE: School Improvement Grant**  
**SCHOOL NAME: School 6, Paterson Public Schools**

		<b>Pre-Implementation (May-August 2011)</b>	<b>\$175/hour</b>	<b>300 hours</b>	<b>\$52,500</b>
4.1.4.5.6.8	200-300	Three (3) educational consultants from University Partnership or equivalent will attend the required retreat, read and organize documents and collect assessments \$175/hour x 300 hours= \$52,500			
8.1.3	100-300	William Paterson University Youth Program for 187 grade 6-8 Students for 6.5. hrs each day for 32 days	\$571.00 per Student	128 hours	\$106,777
8.1.5	100-300	Extended Learning Opportunity (ELO) for Pre K -8 Students which includes 300 hours for Pre-K and 180 hours for Grades 6-8 (includes instructor and student materials).	\$319,802	480 hours	\$319,802
		Total			\$1,060,079

**S-14****BUDGET DETAIL FORM D***Supplies and Materials**Function & Object Codes 100-600 and 200-600*Date: April 20, 2011  
Page \_\_\_\_ of \_\_\_\_

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6, Paterson Public Schools

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
3.1.2.3.4 4.1.4.5.6.7.8.9.10 6.1.2.3 7.1.1.2.3	100-600	21.5" Apple iMac desktop computers (LED/3.20GHz/2x2GB/1TB/5670/SuperDrive/WLMBK) for classroom use for project-based learning and center-based lessons and assessments \$1,518 x 3/classroom x 40 classrooms= \$182,160	\$1,518	40	\$60,720
3.1.2.3.4 4.1.4.5.6.7.8.9.10 6.1.2.3 7.1.1.2.3	100-600	Mac Software Collection License + 12 months maintenance for 40 laptop and 120 desktop computers (160 total) 100 license bundle @ \$3,848 25 license bundle @ \$988 x 3= \$2,964	\$39	58	\$2,262
		\$3,848 + 2,964= \$6,812			
3.1.2.3.4 4.1.4.5.6.7.8.9.10 6.1.2.3 7.1.1.2.3	100-600	Mac OS Snow Leopard operating system for laptop and desktop computers \$29/each x 58 computers = \$4,640	\$29	58	\$1,682
3.1.2.3.4 4.1.4.5.6.7.8.9.10 6.1.2.3 7.1.1.2.3	100-600	Printers for each classroom \$300 x 40 classrooms= \$12,000	\$250	40	\$12,000

**S-14****BUDGET DETAIL FORM D***Supplies and Materials**Function & Object Codes 100-600 and 200-600*Date: April 20, 2011  
Page \_\_\_\_ of \_\_\_\_

NGO TITLE: School Improvement Grant

SCHOOL NAME: School 6, Paterson Public Schools

3.1.2.3.4 4.1.4.5.6.7.8.9.10 6.1.2.3 7.1.1.2.3	100-600	Handheld devices (Apple iPad 16GB including AppleCare Protection Plan and Auto Enroll) for student use to practice individual skills, enhance classroom instruction and facilitate differentiated learning 10 pack at \$5,580 (\$558 each) x 300= \$167,400	\$558	300	\$167,400
		Total			\$244,064

## **BUDGET DETAIL FORM E**

*Function & Object Codes 400-731 and 400-732*

Date: April 20, 2011  
Page 1 of 1

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:** School 6 Paterson Public Schools

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

# BUDGET DETAIL FORM F

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

**SCHOOL NAME:** School 6, Paterson Public Schools

<b>PROGRAM GOAL/ OBJECTIVE/ ACTIVITY</b>	<b>FUNCTION &amp; OBJECT CODE</b>	<b>DESCRIPTION/COST CALCULATION</b>	<b>GRANT REQUEST AMOUNT</b>
8.1.3	100-800	Breakfast for 187 Students attending the William Paterson Youth Program for 32 days = \$9,163	\$9,163
8.1.3	200-500	4 buses for the William Paterson Youth Program for 32 days = \$52,342	\$52,342
4.1.1.4.5.6.8.9.10	200-800	Refreshments for parent/family community outreach nights \$200/event x 10 events = \$2,000	\$2,868
		Total	\$64,373

**Form S-17**  
**NJ DEPARTMENT OF EDUCATION**  
**APPLICATION FOR FUNDS - BUDGET SUMMARY**

LEA Name: Paterson Public Schools

School Name: School 6

County/LEA/School Code: 31 / 4010 / 100

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: 11-SGO3-HO2

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			178,288		
Purchased Professional & Technical Services	100-300			543,579		
Other Purchased Services	100-500					
Supplies and Materials	100-600			244,064		
Other Objects	100-800			9,163		
SUBTOTAL - INSTRUCTION				975,094		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			336,750		
Personal Services – Employee Benefits	200-200			116,446		
Purchased Professional & Technical Services	200-300			516,500		
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			52,342		
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800			2,868		
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				1,024,906		
FACILITIES AND INSTRUCTIONAL EQUIPMENT						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES						
TOTAL COST				2,000,000		

Dave Rinderknecht/Joseph Amatuzzi/Dr. Donnie Evans  
 Business Administrator/Chief Fiscal Officer

Date

2011 APR 26 10:27 AM  
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